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ABSTRACT

The informally organized Career Education Work Experience Packet consists of an operational procedures manual for work experience education, including an outline of the program, a Work Experience Education brochure, and three related instruction packets: How to Find and Apply for a Job, Guidelines for Work Experience Programs, and a Career Planning Guide for Students. (BP)

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* Work Experience Education * Operational Procedures *

Career Development

Norwalk-La Mirada Unified School District

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WORK EXPERIENCE EDUCATION

Operational Procedures
1971-1972

TABLE OF CONTENTS

	Page
Section A	
Goals and Objectives - Work Experience	1
Building Work Experience Coordinator - Job Description	4
Section B	
Work Experience Education Defined	5
Three Types of Work Experience	6
Work Experience and Vocational Education	7
Section C	
Operational Procedures	9
Exploratory Work Experience	10
General and Vocational Work Experience	17
Section D	
District Summary - Work Experience by Schools	21
Three Summary Forms	22
R.O.P. (Regional Occupational Program)	25
Participation by Schools	26
Work-Study	27
N.Y.C.	29
E.S.E.A. (Tutorial)	35
Credit Summary - All Work Experience Categories	36

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SECTION A

GOALS AND OBJECTIVES

BUILDING WORK EXPERIENCE COORDINATOR

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NORWALK-LA MIRADA UNIFIED SCHOOL DISTRICT

Goals and Objectives - Work Experience Education
Second Semester - 1970-1971

Goal (2) Each student should understand and take full advantage of the opportunities open to him for preparing himself for a productive life.

(Each graduating student will have an entry level occupational skill)

Objective:

Develop a District Career Development System

Components of CDS

1.0 Develop Student Career Planning System

2.0 Develop a Salable Skill Chart for every student as part of system

3.0 Develop District Salable Skill Catalog

4.0 Develop Work Experience Support System

5.0 Coordinate efforts of counseling and guidance personnel and Work Experience coordinators in helping students select pre-vocational, vocational courses, and work experience opportunities

6.0 Support development of expanded and more flexible vocational and vocational related instructional programs including R.O.P., Work Study, and Cooperative Education

7.0 Student-Staff-Community Planning and Evaluating Committee

8.0 Placement Service (Coordinate - YES, Human Development and Building Service

9.0 Follow-up studies

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4.0 Develop Work Experience Support System

4.1 Develop operational manual for Work Experience Education

4.1.1 Develop understanding of instructional staff of the kinds and varieties of Work Experience

4.1.2 Standardized procedures in enrolling students in Work Experience

4.1.3 Standardize forms used in implementing program

4.2 Establish Work Experience Office and Career Information Center in each high school

4.2.1 Funds are available to provide VIEW materials and other materials for Career Information Centers

4.3 Develop Exploratory Work Experience Directory

4.3.1 Provide for out-of-school 1, 5, 10, 30 day experience

4.3.2 Provide for in-school, 30 day experience

4.3.3 Recruit stations within District

4.3.4 Recruit stations outside District

4.4 Develop Building Banks for General and Vocational Work Experience

4.4.1 Recruit Paid Work Stations outside District

4.4.2 Recruit Paid Work Stations with District through Work-Study projects and wise use of building personnel units

4.5 Provide Related Instruction Program

4.5.1 Develop mini-courses or individualized program similar to Santa Ana

4.5.2 Explore possibilities through R.O.P. or A.S.B. in developing student instructional materials production center

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4.0 Develop Work Experience Support System (continued)

4.6 Develop Student Participation Summary forms

4.6.1 Form A - Building Work Sheet for Monthly Work Experience Report

4.6.2 Form B - Monthly Building Work Experience Report

4.6.3 Form C - Extended Experience Report

4.7 Prepare Budget Expenditure Report on program cost

4.7.1 Form D - Cost Analysis of Work Experience Program

4.8 Develop Informational Packages for both student and community use

4.8.1 Prepare mailings for part-time employment to all District employers, using Chambers of Commerce lists

4.8.2 Prepare brochures describing program for community, staff and students

4.8.3 Prepare visual aid presentation for community, staff and students

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WORK EXPERIENCE COORDINATOR

The Work Experience Coordinator administers the Work Experience Program at the building level, has a staff role in the assisting of the development of curriculum related to employment, and serves on the district Work Experience Steering Committee. The Work Experience Program is seen as a most significant part of each building's career development programs.

The major duties and responsibilities of the Work Experience Coordinator shall be as follows:

1. Consulting with guidance personnel to assist students with their career choices.
2. Consulting with administrative and instructional staff in the developing of curriculum related to employment.
3. Developing career information centers for the school.
4. Administrating the related instructional classes required for participation in the Work Experience Program.
5. Providing leadership in recruiting students and employers for the Work Experience Program.
6. Supervising and assessing student performance in Work Experience Program.
7. Maintaining records and reporting results of Work Experience Program.
8. Working with others in developing a program of recognition for participation in the Work Experience Program.
9. Coordinating all Neighborhood Youth Corps (NYC) activities for the school.
10. Evaluating the effectiveness of the program.

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SECTION B

WORK EXPERIENCE DEFINED

THREE TYPES OF WORK EXPERIENCE

WORK EXPERIENCE AND VOCATIONAL EDUCATION

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WORK EXPERIENCE EDUCATION DEFINED

Definition: Work experience education is a method of instruction consisting of programs that use the cooperative efforts of the school and community to assist students develop occupational understanding from direct participation in the work environment.

This definition places work experience education in its proper perspective. It indicates that work experience education is not an instructional program that stands by itself. It is a method used by an instructional program to better serve students taking that program. Whatever the instructional program may be, work experience education becomes a very highly specialized method recognized as effective for the purposes of the program.

Herb Ellenberg, Work Experience Consultant,
California State Department of Education

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THREE TYPES OF WORK EXPERIENCE EDUCATION

There are three types of Work Experience Education. They are:

1. Exploratory Work Experience Education

   Definition: A program that provides the opportunity to sample systematically and observe a variety of conditions of work that will contribute to the career guidance and development of the student for the purpose of ascertaining his suitability for the occupation he is exploring.

   Purpose: The purpose of exploratory work experience education is to contribute to the career guidance and development of students.

2. General Work Experience Education

   Definition: A program that provides maturing experience for students through supervised employment and in-school instruction. Although this employment need not be related to a specific occupational goal of the student, the program is designed to assist the student in selecting one.

   Purpose: The purpose of general work experience education is to assist students to become productive, responsible individuals through supervised and coordinated employment experiences.

3. Vocational Work Experience Education

   Definition: A program that provides occupational preparation through a cooperative arrangement between the school and employer for entry into a specific occupation.

   Purpose: The purpose of vocational work experience education is to assist students in developing and refining those occupational competencies necessary to acquire employment, to adjust to the employment environment, and to advance in the occupation of their choice through the combination of related instruction and employment experiences.

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WORK EXPERIENCE EDUCATION AND VOCATIONAL EDUCATION

The chapter entitled "Work Experience Education Defined", Work Experience Guide for Vocational Education Personnel, 1970, edited by Herb Ellenburg, indicated that work experience education is a methodology comparable to other methods of instruction. A teacher that wants to use this method can select it regardless of his or her instructional area.

Methods of instruction should be applicable to all areas of instruction. That is, English, math, and science should be able to use this method as well as agricultural education, distributive education and other vocational education areas. We are seeing an increasing number of English and social science programs using this method to allow students to work in the community. The teachers in these disciplines see the benefits derived just as vocational educators do.

But how does work experience education fit into the vocational education framework? How do we justify and identify the three programs now being offered within the total vocational education program?

Programs of work experience education should identify with the objectives each type is trying to accomplish. For example, if we say that a vocational education student is one that has made a career choice and is pursuing it through vocational education instruction, the work experience education program must correspond to the needs of the individual vocational education program. If the student has a very limited idea about his future career, the program must assist in the student's recognition of some long-range career choices.

We presently have two major areas of vocational education. They are vocational education instruction and prevocational education instruction. Work experience education serves these two areas as a method of instruction to be used in conjunction with other methods in order to achieve the objectives of the instructional area.

Vocational work experience education serves the vocational education instructional program. For example, distributive education using the cooperative method is providing and instructional program and incorporating vocational work experience education as a method to achieve its goals.

Exploratory work experience education serves the prevocational areas by joining with either a career orientation program or a prevocational program in any one of the instructional areas.

General work experience education, although operating closely to vocational work experience education, has the same intent as exploratory

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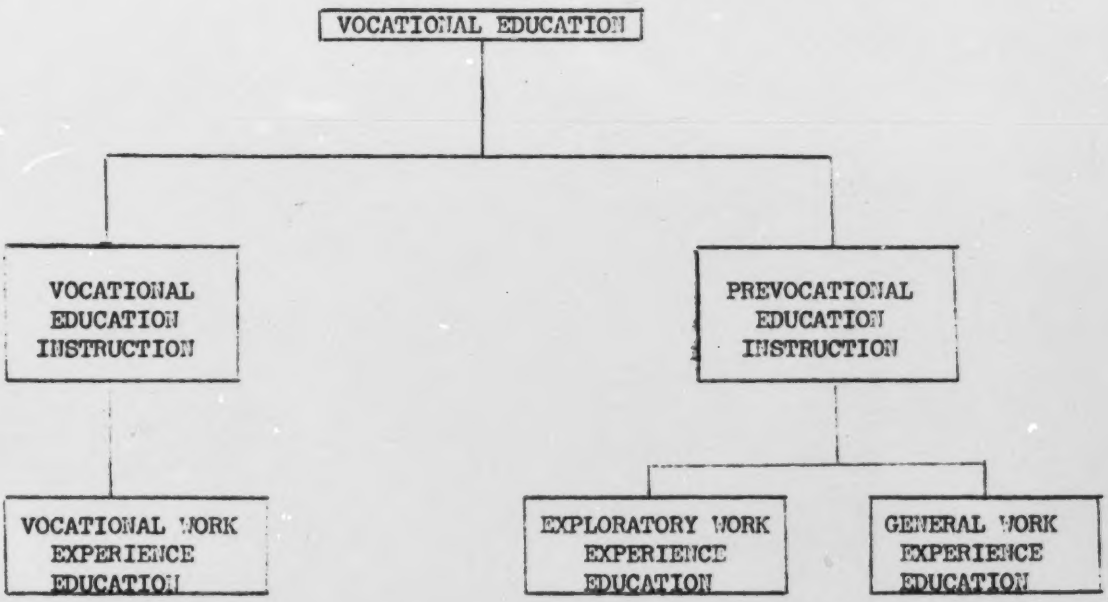
work experience education. It is also used as a method to assist students in defining their occupational goals; the difference being the use of a tool called money. To some students, immediate reward is essential to have them seriously think about an occupational choice. General work experience education satisfies these short-term aspirations so long-term career choices can be ascertained.

An organizational structure defining how work experience education assists vocational and prevocational instructional areas is developed below:



It should be noted that both general and exploratory are methods to be used in the prevocational education area. Many school personnel believe that general and vocational work experience education are extremely similar because they both operate under the same rules and regulations of the state and federal labor codes. Although general and vocational work experience education must abide by the same rules and regulations of state and federal labor codes, general work experience education objectives more closely identify with exploratory work experience education because both are assisting students before they make vocational choices.

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SECTION C

OPERATIONAL PROCEDURES AND INFORMATION

Career Information Center

Trainee Application - WE 8

Exploratory Work Experience

Training Station Data Card - WE 4

Exploratory Training Agreement - WE J

Appointment form and Company Response - WE 7

Supervisor's Evaluation - WE K

Student Evaluation - WE L

General and Vocational Work Experience

Training Station Data Card (Blue) - WE 5

Interview Referral - WE 6

Training Agreement (Blue) - WE J

Supervisor's Evaluation - WE M

Student Evaluation - WE N

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PROCEDURES: (STEP-BY-STEP)

1.0 Student visits the on-campus Career Information Center and meets the Work Experience personnel.

Visiting Hours: 8:00 a.m. - 4:30 p.m. daily.
(May vary in some schools - 1971-1972)

WHAT IS A CAREER INFORMATION CENTER

A CAREER INFORMATION CENTER (CIC) IS A SUPPLEMENTAL CENTER THAT PROVIDES ADDITIONAL INFORMATION ABOUT CAREERS AND WORK. THE ON-CAMPUS CENTERS HOUSE THE WORK EXPERIENCE STAFF, STUDENT AIDES AND CLERICAL SERVICES, AND THE NEW AUTOMATED INSTRUCTIONAL CARRELS OFFERING A SERIES OF LESSONS ON "YOU AND THE WORLD OF WORK" DEVELOPED BY THE SANTA ANA DISTRICT. THE CENTERS ALSO CONTAIN PROJECT VIEW MATERIALS (VITAL INFORMATION FOR EDUCATION AND WORK) AND ADDITIONAL RESOURCE MATERIALS ON THE TYPES OF CAREERS, OBTAINING A JOB, AND INFORMATION CONCERNING ADVANCED EDUCATION IN VOCATIONAL AND TECHNICAL FIELDS.

2.0 Enrollment Prerequisite:

2.1 The program must offer the student educational value and be in harmony with his/her future career goals. This is the only student prerequisite for enrollment.

2.2 Student fills in Work Experience Education Trainee Application (VE(we)8) and discusses his/her career interest with a Work Experience teacher.

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Norwalk-La Mirada Unified School District

TRAINEE APPLICATION - Girl

Print your name - Last First Middle

Date today	Home phone no.	Social Security no.	Birthdate	Age

Home Address

Zip code

Year you graduate	What transportation do you have?	Driver's license no.

What is your vocational goal?

List vocational subjects you have had or are currently taking:

Course	Year	Grade

Typing speed

Shorthand speed

Other skills

List your current school schedule:

	COURSE	TEACHER
1		
2		
3		
4		
5		
6		

Comment

☐ Exploratory ☐ Vocational ☐ General ☐ NYC ☐ Work Study ☐ Aide ☐ Tutorial

I hereby certify that I will abide by all the rules of the Work Experience Program. I understand that I will not earn pay for Exploratory Work Experience but may earn elective credit upon successful completion.

Signature of student

Signature of Parent or Guardian

School

Work Experience Coordinator

Counselor

Are you a citizen or permanent resident of the U.S.?

☐ Yes ☐ No

Name of school nearest your home

List jobs you would accept:

List jobs you have held:

List interests or activities which would affect your work:

Comments

Related Instruction Units Completed

Referral Action

Date	Employer or Action	Job	Duration	Pay	Credit	Grade	Remarks

/E (we) 8 4/71

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3.1 Building and District Work Experience Coordinators build up training stations

3.1.1 Use Training Station Data Card (VE(we)4) and secure training station supervisor's signature.

3.1.2 A statement of role of training station responsibilities has been prepared to aid coordinators in getting supervisor's signature.(WE-Form J).

Norwalk-La Mirada Unified School District
Exploratory Work Experience Education

Training Station Data Card

E ____ G ____ V ____

Company Name _____ Phone _____

Address _____ Date _____

Trainee Desired: Male ☐ Female ☐

On-The-Job Activities To Be Observed:

_____

_____

_____

_____

RECOMMENDED HOURS OF OBSERVATION
(Pref. From 3:00 P.M.)

1 week _____ 2 weeks _____

6 weeks _____ Other _____

From _____ p.m. To _____ p.m.

Type of Trainee Desired (Scholastic Background, Interests, Abilities, etc.) _____

_____

Special Instructions (Clothing, etc.) _____

Person To Whom Trainee Reports _____

Signature of Training Station Supervisor _____

STUDENT TRAINEE ASSIGNED	DATE	SUPERVISION RECORD

VE(we) 4 4/71

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NORWALK-LA MIRADA UNIFIED SCHOOL DISTRICT

EXPLORATORY WORK EXPERIENCE EDUCATION

TRAINING AGREEMENT

The major purpose of exploratory work experience education is to contribute to the occupational guidance of the student by affording his opportunities to sample systematically a variety of conditions of work for the purpose of ascertaining his suitability for the occupation he is exploring.

All persons concerned jointly agree to the following conditions:

1. The trainee enters this program to learn as much as the trainer can provide in the nature of occupational information, skills, and attitudes.
2. The trainee will be in regular attendance in regular school on campus classes, WEE related class, and at the training station.
3. The trainee must be 16 years of age at the time he enters this program.
4. The student may actively participate in work activities which contribute to his occupational guidance.
5. Work station personnel are not required to teach production skills, but may do so as an ancillary activity.
6. The length of exploratory placement may vary, depending on the aptitude of the student, the occupation being explored, and the facilities of the work station, but in no case may placement in one job classification exceed 30 hours, except in professional areas, in which case none may exceed 60 hours.
7. The student is not entitled to wages for his participation in exploratory work experience education. School credit is granted for successful performance on the training station for the required number of hours and regular attendance in the Work Experience Education related class.
8. A student may not be a part of an exploratory program if he receives pay for like work during hours when he is not assigned as an exploratory work experience education student.
9. The student may not replace a paid employee.
10. The student must be enrolled in a bona fide exploratory work experience education program as defined by the local school district and supported by a plan of operation approved by the California State Department of Education.
11. Regular supervision must be provided by school officials to insure that the student's work experience education activities are meaningful and make a significant contribution to his occupational guidance.
12. Students on the non-pay Exploratory Work Experience Program are covered by the Norwalk-La Mirada Unified School District Workman's Compensation Insurance.
13. In this program the parent or guardian is responsible for:
    a. The conduct of his child.
    b. Transportation to and from station.

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Exploratory Work Experience (Cont.)

3.2 Training Station (Community Classroom) Appointment Form

3.2.1 When opening of requested training station has been cleared through District Work Experience Office, building Work Experience Coordinator completes Appointment Form (VE(we)7).

3.2.2 Student takes form to Training Station Supervisor and returns card to building Work Experience Coordinator. If accepted, Coordinator records assignment on trainee application form.

3.2.3 Coordinator or clerical staff completes Exploratory Work Experience Trainee Evaluation form heading - WEE(K)3-71 - and sends with student to Training Station Supervisor. Student is given Student Evaluation form - WEE(L)3-71 - to be filled out when assignment is completed and turned into building Work Experience Coordinator.

3.3 Student Evaluation

3.3.1 Evaluation by Work Station Supervisor after student has completed assignment - WEE(K)3-71.

3.3.2 Evaluation by student after completing assignment - WEE(L)3-71.

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Community Classroom Work Experience Program

APPOINTMENT FORM

STUDENT: _____ DATE: _____

FROM: Your Work Experience Coordinator

You have been assigned an interview at the following Community Classroom Training Agency. Please wear proper clothes for this interview.

TRAINING STATION: _____ Phone: _____

ADDRESS: _____

ask for: _____

SPECIAL INSTRUCTIONS: _____

_____ Job Classification: _____

_____ Training Time: _____

If you have any problems stop by the work experience office at your school or call district work experience office 868-0431 - Ext. 348.

(AFTER INTERVIEW, PLEASE RETURN CARD TO YOUR WORK EXPERIENCE COORDINATOR) (over)

COMPANY INTERVIEW RESPONSE

Name: _____ Date: _____
(Interviewer)

Check:

- ☐ I am willing to train this student.
- ☐ I do not have the training facilities at this time, but would like to be contacted in the near future.
- ☐ Please contact me by phone concerning this interview.

My telephone number is: Tel: _____ Ext. _____

The best time to call me would be: _____

Special information or comments: _____

_____

_____

_____

VE (we) 7 4/71 •

NOTE: An Exploratory Work Experience Directory will be developed through efforts of district and building personnel. The district office will coordinate the placement of exploratory students in community work stations.

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Station No._____ NORWALK-LA MIRADA UNIFIED SCHOOL DISTRICT
Norwalk, California

EXPLORATORY WORK EXPERIENCE EDUCATION TRAINEE EVALUATION

TO:

FROM: Coordinator, Work Experience

SUBJECT: Evaluation for_____from_____High School

for the period_____

It is the policy of the Norwalk-La Mirada Unified School District to solicit evaluations from cooperating business firms and governmental agencies where work experience education trainees are assigned so that we may help these students to improve in their work skills. Your cooperation in completing this check sheet will be greatly appreciated; it will become part of the student's school record.

Would you please complete the following evaluation for the above named student. Enclosed you will find a return envelope for your convenience. We would appreciate your returning the evaluation by_____or sooner if it is convenient. Thank you!

John F. Clark, Coordinator

Please check where applicable:

	A	B	C	D
ATTENDANCE & PROMPTNESS	____	____	____	____
APPEARANCE & GROOMING	____	____	____	____
ATTITUDE TOWARD WORK	____	____	____	____
SPELLING - ENGLISH - MATH USAGE	____	____	____	____
SKILL IN SPECIALTY	____	____	____	____
SKILL IN FOLLOWING BUSINESS PROCEDURES	____	____	____	____
VOLUME OF WORK	____	____	____	____
INITIATIVE AND SELF DIRECTION	____	____	____	____
ABILITY TO WORK WITH EMPLOYEES	____	____	____	____
ABILITY TO WORK WITH CONSUMER PUBLICS	____	____	____	____
EMOTIONAL STABILITY	____	____	____	____

In addition to rating the traits, would you please list skill area in connection with the trainee's position which should be stressed in the classroom.

SPECIAL SUCCESS OR SKILLS:_____

SPECIAL WEAKNESSES:_____

COMMENTS:_____

_____

_____
Supervisor's Signature

WEE(K) 3-71

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NORWALK-LA MIRADA UNIFIED SCHOOL DISTRICT
Norwalk, California

STUDENT EVALUATION FORM

EXPLORATORY WORK EXPERIENCE

School: _____

Student: _____ Station: _____ No. ____

Dept. or Activity: _____ Dates: _____

1. How did you first hear about the EWEE Program or your training assignment?

_____

_____

2. Why did you choose this particular occupation, vocation, or profession?

_____

_____

3. Did your observational experience help you find out what you wanted to know?

_____

_____

_____

4. What were the most interesting parts of the observation? _____

_____

_____

5. Did you search other sources for information in this field? If so, what sources?

_____

_____

6. List the things you:
   a. Observed:

   b. Actually did:

WEE(L) 3-71

(Over, please)

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4.1 Each building Work Experience coordinator(s) build a file of Training Station Data Cards - (Blue-VE(we)5).

4.2 Interview Referral Form (VE(we)6) is used to refer applicants for known jobs and to secure employer and parent's approval of the assignment.

Evaluation and Attendance (weeks worked) forms are being developed.

Norwalk-La Mirada Unified School District
Work Experience Education

Training Station Data Card

E ____ G ____ V ____

Company Name _____ Phone _____

Address _____ Date _____

Trainee Desired: Male ☐ Female ☐

General Job Description:

_____

_____

_____

_____

PROBABLE HOURS OF EMPLOYMENT

_____

_____

Type of Trainee Desired (Scholastic Background, Interests, Abilities, etc.) _____

_____

Special Instructions (Clothing, etc.) _____

Person To Whom Trainee Reports _____

Signature of Employer _____

STUDENT TRAINEE ASSIGNED	DATE	SUPERVISION RECORD

VE (we) 5 4/71 ●

EL CAMINO
EXCELSIOR
LA MIRADA
NEFF
NORWALK

Norwalk-La Mirada Unified School District
Work Experience and Occupational Education
868-0431, Ext. 348

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INTERVIEW REFERRAL

To _____ Appointment Date _____

Company _____ Appointment Time _____

Address _____ Telephone _____

This will introduce and recommend, _____ Telephone _____
from our high school district.

_____
Office of Work Experience and Occupational Education

(see reverse side)

VE (we) 6 4/71 •

STATEMENT BY PROSPECTIVE EMPLOYER OF MINOR

Student

I intend to employ _____ Address _____

Age ____ Birthdate _____ Birthplace _____ Last Grade Completed _____

Phone _____ Periods in School Daily _____

Type of Industry _____ Wages _____

Minor will be required to work as _____

Employer

Between the hours of _____ a.m. to _____ a.m. and _____ p.m. to _____ p.m. daily

Number of hours on Saturday _____ Sunday _____ Total hours per week _____

Signed _____
Employer Firm Name

Address _____ Phone No. _____

STATEMENT BY PARENT OR GUARDIAN

Parent

The above-named minor will be employed with my full knowledge and consent.

Date _____
Signature of Parent or Guardian

Work Permit issued _____ _____

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NORWALK-LA MIRADA UNIFIED SCHOOL DISTRICT

TRAINING AGREEMENT
GENERAL OR VOCATIONAL WORK EXPERIENCE EDUCATION

The major purpose of this program is to provide valuable work experience education for students. This agreement is made to show responsibilities of the parties: student (or trainee), parent, school, and employer.

THE STUDENT:

1. Enters this program to learn as much as the employer can provide in the nature of occupational information, skills, and attitudes.
2. Will keep regular attendance in on campus classes, in Work Experience Education related classes, and on the job. He cannot work on any school day that he fails to attend school. Exceptions are permissible only with the mutual consent of the employer and coordinator.
3. Will arrange in advance with the coordinator and employer any job changes.
4. Will be 16 years of age at the time he enters this program.
5. Will be honest, punctual, cooperative, courteous, willing to learn, and will remain with the employer during the entire period of training.
6. Will work after school and/or on Saturdays, Sundays, and school holidays (within the limitations established by law) as he arranges with the training agency.
7. Will provide his own transportation to and from his training station.

THE PARENT:

1. Or guardian is responsible for the conduct of his child in this program.

THE SCHOOL DISTRICT:

1. Will provide a coordinator to supervise the trainee on the job. He will make periodic visits to observe the trainee and consult with employer and trainee. Evaluation of job performance will be a joint effort of the employer and the coordinator. School credit is granted for successful performance on the job for the required number of hours and in Work Experience Education related class.
2. Coordinator shall have the authority to transfer or withdraw the trainee at any time.

THE EMPLOYER:

1. Will be asked to inform regular employees of their important role in the training of the trainee and of the school district's request for their cooperation.
2. Will be requested to maintain a daily record of student attendance and report attendance and progress to the school district as requested.
3. Will not allow a student to replace any regular employee.
4. Will determine trainee hours and pay. Trainees will be paid at least the minimum as stipulated by current California State Industrial Welfare Commission Orders. A work permit is required for all trainees under 18 years of age.
5. May discharge the trainee for just cause, however, the coordinator requests consultation with the employer beforehand.
6. Is urged to keep the trainee on the job for an average of 15 hours per week.
7. Will refrain from assigning trainees to hazardous tasks and will provide insurance coverage in accordance with existing law.

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NORWALK-LA MIRADA UNIFIED SCHOOL DISTRICT

WORK EXPERIENCE EDUCATION

EVALUATION OF TRAINEE

General ☐
Vocational ☐

_____ _____
(Student's Name) (High School)

Report for Period Beginning _____

Ending _____

Total Hours Worked _____

Number of Days Absent _____

1. Job Competence: How well does this student meet your normal standards of performance?

(A) Excellent ___ (B) Above Average ___ (C) Average ___

(D) Below Average ___ (F) Unsatisfactory ___

2. Progress on Job: Does this student show evidence of satisfactory growth?

Yes ___ No ___

3. Relations With Other People: How does this student represent your company?

(A) Excellent ___ (B) Above Average ___ (C) Average ___

(D) Below Average ___ (F) Unsatisfactory ___

4. Appearance: Does the student meet your standards of grooming for this job?

Yes ___ No ___

5. Did the student telephone you prior to any absence?

Yes ___ No ___

Employer Comments: _____

_____

_____

_____
Training Supervisor

_____ _____
Date Company

5/71WEE(M)

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[illegible] UNIFIED SCHOOL DISTRICT
Norwalk, California

General ☐
Vocational ☐

STUDENT EVALUATION FORM

WORK EXPERIENCE EDUCATION

School: _____

Student: _____ Station _____ No. _____

Dept. or Activity: _____ Dates: _____

1. How did you first hear about the Work Experience Program or your training assignment?

_____

_____

2. Why did you choose this particular assignment?

_____

_____

3. Did your experience help you find out some of the things about work you wanted to know?

_____

_____

_____

4. What were the most interesting parts of the assignment? _____

_____

_____

5. Did you search other sources for information in this field? If so, what sources?

_____

_____

6. List the things you:
   a. Observed:

   b. Actually did:

(Over, please)

BEST COPY AVAILABLE

SECTION D

District Summary - June, 1971 - Work Experience by Schools

Building Work Sheet - Work Experience - WEE(A)

District Monthly Work Experience form - WEE(B)

Extended Experience Report (Semester) WEE(C)

R. O. P. (Regional Occupation Program)

Participation by Schools - June, 1971

Work Study

NYC

ESEA (tutorial)

Credit Summary

All Work Experience Categories

NORWALK-LA MIRADA UNIFIED SCHOOL DISTRICT
Norwalk, California

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Building Work Sheet - Work Experience

For Period November, 1971

	El Camino	Excelsior	Glenn	La Mirada	Neff	Norwalk	Total
Exploratory Department Aides	20	50	--	70	--	--	
Office Aides	--	104	15	51	54	43	
Sen. Teacher Aides	--	70	12	--	43	61	
Tutorial Aides	--	27	26	14	3	39	
Off-Campus	--	20	13	--	24	--	(759)
General (Off-Campus)	17	160	157	92	24	116	(566)
Vocational (Off-Campus)	5	10	27	6	2	4	(54)
Special Education	--	9	--	14	2	2	(27)
District Employment Cafeteria	--	56	26	30	38	58	(208)
ESEA - I							
NYC	4	25	7	1	2	7	(46)
NYC (Col.)							
Work Study	2	6	6	6	2	4	(26)
Other							
Total							(1686)

R.O.P.	43	128	141	65	88	58	(523)

3/71 WEE(A)

NORWALK-LA MIRADA UNIFIED SCHOOL DISTRICT
Norwalk, California

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Building Work Sheet - Work Experience

For Period_____

	EXPLORATORY	GENERAL	VOCATIONAL
Exploratory			
Department Aides			
Office Aides			
Sen. Teacher Aides			
Tutorial Aides			
Off-Campus			
General (Off-Campus)	X		X
Vocational (Off-Campus)	X	X	
Special Education			
District Employment			
Cafeteria			
ESEA - I			
NYC			
NYC (Col.)			
Work Study			
Other			
Total			

_____
Signature W.E.E. Coordinator

3/71 WEE(A)

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NORWALK-LA MIRADA UNIFIED SCHOOL DISTRICT
Norwalk, California

Work Experience Report for _____ (School) _____ (Month of)

	El Camino	Excelsior	John Glenn	La Mirada	Neff	Norwalk	District	Total
Data from Form A								
Exploratory W.E.E.								
General W.E.E.								
Vocational W.E.E.								
Total								
Supervisory Visits								
No. New Job Stations*								
No. New Exp. Stations*								
No. Student Contacts								

_____
Signature W.E.E. Coordinator

*Please attach completed training station data card and signed training agreement.

Distribution:
Bldg. Prin.
Dist. W.E.E. Office

3/71 WEE(B)

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NORWALK-LA MIRADA UNIFIED SCHOOL DISTRICT
Norwalk, California

Extended Experience Report for _____

	Part of Regular School Day		Beyond Regular School Day
	One Period	Two or More Periods	One or More Periods
Cerritos (Veysey)			
R.O.P.			
Adult School			
Student & Law (Adult)			
Exploratory W.E.E.			
General W.E.E.			
Vocational W.E.E.			
Ind. Study & M&M			
Tutorial Aides			
Cafeteria			
ESEA - I			
NYC			
NYC (Col.)			
Work Study			
Other			
Special Education			
Total			

Distribution:
Bldg. Princ.
Dist. W.E.E. Office

Head Counselor _____

W.E.E. Coordinator _____

School _____

3/71 WEE(C)

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REGIONAL OCCUPATIONAL PROGRAM

R.O.P. - R.O.P. - R.O.P. - R.O.P. - R.O.P. - R.O.P.

The R.O.P. program is a most unique and effective means of providing vocational educational experiences for both high school students and adults in the Norwalk-La Mirada Unified School District and the adjacent ABC District.

Classes are conducted at schools and at various community sites such as stores, hospitals, and local manufacturing plants. The classes are available throughout the day, evening, and week for students of all ability and experience levels - beginning and advanced.

Students may enroll at any time through the school counselor or by contacting the R.O.P. Office (860-3311 - Ext. 364).

R.O.P. offers occupational training and high school credit in the following areas:

- Aircraft Mechanics
- Auto Body Repair
- Cabinetmaking
- Computer and Data Processing
- Construction
- Education
- Electricity-Electronics
- Foods
- Machining
- Marine
- Maintenance
- Medical
- Motorcycle Repair
- Office
- Plastics
- Retail Trade (Grocery)
- Sports Officiating
- Structures Assembly
- Urban Horticulture
- Welding

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SOUTHEAST LOS ANGELES COUNTY REGIONAL OCCUPATIONAL PROGRAM

June 9, 1971

Number of students in the R.O.P. according to school:

El Camino High School (4)	
Medical Occupations	2
Retail Trade Occupations	1
Structures & Welding	1
Excelsior High School (43)	
Medical Occupations	27
Retail Trade Occupations	1
North American Rockwell	3
Structures & Welding	2
Plastics Occupations	1
Foods Occupations	9
Glenn High School (36)	
Medical Occupations	2
Retail Trade Occupations	12
North American Rockwell	10
Cabinetmaking Occupations	9
Mechanics Occupations	2
Foods Occupations	1
La Mirada High School (14)	
Medical Occupations	2
Retail Trade Occupations	7
Plastics Occupations	1
Foods Occupations	4
Neff High School (40)	
Retail Trade Occupations	36
Plastics Occupations	2
Foods Occupations	2
Norwalk High School (39)	
Medical Occupations	8
North American Rockwell	11
Structures & Welding	3
Plastics Occupations	14
Foods Occupations	3
TOTAL	176

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WORK-STUDY PROGRAM

The district makes application for federal funds to make possible the financing of Work-Study Programs annually. Our most recent Work-Study Program was operated during the summer of 1971. Some 140 students participated. Evaluations by students and work station supervisors indicated the program was successful.

Further follow-up and evaluation will be made to determine the effectiveness of the program. General information on Work-Study Programs follows:

Purpose and Goals

The purpose of the Vocational Education Work-Study Program is to provide guidance and part-time employment for youth who need the earnings to continue their Vocational Education training on a full-time basis. The opportunity for part-time employment while still in school will be a major factor in helping students stay in school and continue their vocational training to improve their post-school employability.

Student Eligibility

The Norwalk-La Mirada Unified School District Work-Study Program will provide remunerative vocational experiences for students who:

1. Have been accepted for enrollment as full-time students in a Vocational Education program which meets the standards prescribed in the California Plan for Vocational Education.

2. Are in good standing and full-time attendance.

3. Need earnings to continue their Vocational Education development.

4. Are at least 15 years of age and less than 21 years of age upon placement.

5. Are capable, in the opinion of the appropriate school authorities, of maintaining good standing in their Vocational Education program while participating in the Work-Study Project.

6. Are enrolled in or have received occupational counseling and guidance relative to their interests, objectives, health, and physical capabilities.

7. Possess other special personal and family needs.

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Criteria Used to Determine Financial Need

The vocational counselor and work experience coordinator will use the following criteria in whole or in part:

1. Family income and number of family members.

2. Welfare assisted families.

3. The amount of money needed by student to encourage continuance in full-time school. Statement of the need will be part of the vocational file of each student employed under this program.

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N. Y. C. (NEIGHBORHOOD YOUTH CORPS)

(Excerpts from NYC Operational Handbook,

Los Angeles County Superintendent of Schools Office)

Generalized Goals

The Neighborhood Youth Corps In-School Program is designed under original legislation in the Economic Opportunities Act to assist secondary schools in retaining financially disadvantaged potential dropouts through paid work experience and necessary support services while enhancing their educational, vocational, and personal abilities.

Operational Objectives

NYC is aimed at the low income potential dropout and the variables inherent in the premature termination of secondary education. There is general agreement that no single cause of dropping out is predominant. Rather, a number of factors and combination of factors are usually responsible for attrition, such as financial deprivation, poor self image, familial conflict, and disinterest in contemporary curricula and educational technique. Each student who contemplates leaving school does so for unique reasons, but the financially deprived students often have similar forces acting against them which prevent a stable secondary experience. In order to help such students mobilize their resources, the NYC should provide opportunities for enrollees to:

1. Develop realistic academic and vocational aspirations and goals.
2. Improve school attendance, academic achievement, and personal interest areas or extra-curricular participation.
3. Earn financial income and understand the fundamentals of money management.
4. Gain certain need-oriented vocational skills.
5. Learn basic work responsibilities and positive interpersonal skills.
6. Acquire positive attitudes toward self, work, and school.
7. Receive career planning assistance.
8. Gain exposure to cultural and recreational activities.
9. Correct, improve, or minimize personal health impairments.
10. Profit from cooperative school-family relations.

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Implementation and Responsibility

Each participating school district or sponsoring agency must (1) identify the eligible youth with its geographical jurisdiction and carefully select those in greatest need for enrollment, (2) determine each enrollee's social, educational, vocational, emotional, and physical abilities and deficiences, and (3) make every effort to provide experiences and opportunities that will nurture the abilities and correct the deficiences. To enhance this process, the capabilities of the entire school system and the community at large must be utilized and brought to bear in a concerted effort to effectively serve the target population. In this sense, NYC is a general support program for disadvantaged youth in an educational setting.

Each participating district is expected to perform under all guidelines. In rare cases where adequate justification is presented, the Project Director may permit exceptions if they are judged to be in the best interest of program operation.

Material on the following pages outlines the program objectives, necessary enrollee experiences, and staff responsibilities. In the section containing Program Standards and Guidelines, the information is further delineated to present in as clear a format as possible the specific operational procedures required for the administration of a quality project.

The degree to which these standards and guidelines can be implemented is directly dependent upon the capability of the district and the funding level of the project. Summer operation and individual contract negotiations may require modification of these guidelines.

Additional resource materials, including job descriptions and program forms and documents are presented in the Clerical Manual in Section II.

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A. Minimum Requirements

1. Eligibility

Assure that all eligible youth are those who are between fourteen and twenty-one years of age and:

a. Attend 9th through 12 grade or the equivalent; or

Attend an elementary school but are of the same age as students in 9th through 12th grades.

b. Are in need of paid work experience in order to resume and/or maintain school attendance.

c. Are members of a low income family as established by the poverty index or cash welfare status.

d. Meet non-economic criteria characteristics.

2. Recruitment

Assure that those eligible youth who reside within the school district boundaries have equal opportunity to apply for NYC.

3. Screening

Assure that the most needy eligible youth of those who have applied are identified.

B. Guidelines

1. Current poverty index data (see #10) should be utilized to determine financial eligibility. Members of cash welfare families qualify for enrollment, but should be judged equally with non-welfare qualifiers under non-economic criteria.

2. Wards of the court or foster youth can be considered for enrollment, if eligible. The income of the natural parents should be used, unless the parential rights have been legally severed or their whereabouts are not known. In such cases, the ward is automatically eligible unless placed with relatives by blood, marriage, or adoption, in which cases their income shall be used to determine need.

3. Although aliens in this county under visas are not eligible, permanent residents under "green card" immigration permits may be considered for enrollment. For the purpose of this standard those natives and citizens of Cuba who arrived in the United

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States as non-immigrants or as parollees subsequent to January 1, 1959 are considered permanent residents.

4. In all cases youth should be enrolled in the school district prior to being considered for NYC.

5. No person is eligible for this program who has been convicted subsequent to November 7, 1966, in any Federal, State, or local court of competent jurisdiction, of inciting, promoting or carring on a riot, or any group activity resulting in material damage to property or injury to persons, found to be in violation of Federal, State, or local laws designed to protect persons or property in community concerned.

6. A separate file must be maintained for those applicants found to be ineligible. A written statement denoting the reason for ineligibility must be made on the preliminary application form.

7. Recruitment should be coordinated with school personnel, social welfare and community action agencies, youth authorities, local service organizations, church groups, and manpower training programs.

8. Screening should identify the most needy by utilizing the non-economic criteria and the preliminary application forms.

9. Although preliminary compilation and review of data may be completed by other staff, it is the responsibility of the District Coordinator to ascertain and verify eligibility.

10. Poverty Index

The following table shall be used for determining family income below the poverty line. (Effective November 21, 1969.)

FAMILY SIZE	INCOME (Non-Farm)	INCOME (Farm)
1	$1,800	$1,500
2	2,400	2,000
3	3,000	2,500
4	3,600	3,000
5	4,200	3,500
6	4,800	4,000
7	5,400	4,500
8	6,000	5,000
9	6,600	5,500
10	7,200	6,000
11	7,800	6,500
12	8,400	7,000
13	9,000	7,500

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For families with more than 13 members, add $600 for each additional member in a non-farm and $500 for each additional member in a farm family.

11. Definition of Terms

For purposes of these standards, the following definitions apply:

(1) Family. A family consists of two or more persons living in the same household who are related to each other by blood, marriage or adoption. All persons living in one household who are related to each other are regarded as one family.

(2) Unrelated Individual. An unrelated individual is a member of a household who is not related to anyone else in the household, or a person living in a group quarters who is not an inmate of an institution.

(3) Family Income. Family income is the sum of all money received by a family, from all sources. It refers to wage income, self-employment income and other income.

(a) Wage or Salary Income. The total money earnings received for work performed as an employee. It is gross income. It represents the amount received before deductions for personal income taxes, social security, bond purchases, union dues, etc.

(b) Self-Employment Income. Net money income (gross receipts minus operating expenses) from a business firm, farm or professional enterprise in which a person is engaged in his own account.

(c) Other Income. Money income received from such sources as net rents, social security benefits, pension, veterans compensation, and periodic income from insurance policies annuities. It includes money received from public assistance, such as AFDC payments, but does not include payments made to enrollees under these programs.

(d) Low-income as used to determine eligibility for the Title I-B in-school program will generally mean eligibility within the BWP economic criteria, except that applicants from families receiving cash welfare payments, such as AFDC, will automatically be considered low income.

(4) Unemployed. Not working regularly, for remuneration in excess of twenty (20) hours per week.

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12. Determination of Income

The income of an applicant's family shall be determined by annualizing the weekly or monthly income at the time the person is considered for enrollment. In instances where the head of household has been unemployed for a period in excess of 15 weeks prior to the date of the person's application any income from wages earned by the household head prior to unemployment will not be counted to determine the family income. If, however, the unemployment is the result of a seasonal occupation and the household head will return to work when the employment season begins, the income of the family shall be determined in accordance with the family income of the preceding year in which the person applies for enrollment.

If, at any time, a sponsor discovers that an enrollee was incorrectly determined to be eligible, the enrollment of that person must be discontinued immeditately.

13. Certification of Income Data

It is not expected that districts will conduct investigation as to the validity of income reported by potential enrollees. Family income data should also include certification by the district that the income reported by the enrollee or the enrollee's parent or guardian, appears reasonably reliable and conforms to the provisions outlined in the income criteria contained herein.

Although NYC staff may review income data in preparation for final determination of eligibility by the Coordinator, it is the latter's responsibility to ascertain final disposition.

14. School records or other legal documents may be utilized in validating the age of an applicant.

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ESEA TITLE I

SUMMER TUTORIAL PROGRAM

For the past several summers, the district has administered a tutorial program at three target schools--Grayland, Nottingham, and Ramona. Students are selected from the Glenn and Excelsior High Schools' attendance area.

The number of tutors hired depends on the enrollment of three concerned elementary schools. Usually, 50 to 60 tutors are hired under this program. The guidelines for student eligibility are rather general. Capable students with poverty or disadvantaged backgrounds are given preferance. Students eligible for N.Y.C. program qualify for the program but may get more hours working under the N.Y.C. program.

The director of the ESEA program provides counselors with applications for the tutorial position and a time schedule for the enrollment procedure.

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POSSIBLE COURSE CREDIT FOR WORK EXPERIENCE

There are three dimensions to awarding high school credit for Work Experience.

(a) Students must complete Related Instruction Packet No. 1 or its equivalent to receive initial credit for Work Experience;

(The Related Instruction Level I may be met in a number of ways: The Santa Ana independent study units, the Related Instruction Packet No. 1, a vocational unit in Social Studies or vocational classes, which in the judgment of the Work Experience Coordinator and the Building Principal meets minimum requirements of Level I, or attendance in a Related Instruction Class conducted by the Work Experience Coordinator.)

Additional Related Instruction will be provided for students earning more than 10 units of credit.

(b) Satisfactory evaluation by work station supervisor and confirmation of Work Experience Coordinator.

(c) Varieties of Work Experience Credit (40 maximum)

(1) Exploratory--maximum of 20 units

15 hours - 1 credit	60 hours - 4 credits
30 hours - 2 credits	75 hours - 5 credits
45 hours - 3 credits	

(2) General--maximum of 40 units
Vocational--maximum of 40 units
N.Y.C.--maximum of 40 units
Work-Study--maximum of 40 units

36 hours - 1 credit	144 hours - 4 credits
72 hours - 2 credits	180 hours - 5 credits
108 hours - 3 credots	

(d) Tutorial and Teacher Aide Program

(See District Publication--Direct Experience Learning--Through Tutorial and Aide Programs)

The Tutorial Aide Program provides for subject matter experiences and specific subject make-up in specific subject fields, e.g., English math, physical education, etc. Students are given make-up or elective credit in the specific subject area. The chart below provides the number of hours required for credit.

The Teacher Aide Program does not provide make-up credit or subject area elective credit. It provides an Exploratory Work Experience type credit and is designated by most high schools as "Teacher Aide". The following chart provides flexibility in granting credit for participation in both the Tutorial Aide and the Teacher Aide Programs:

15 hours - 1 credit	60 hours - 4 credits
30 hours - 2 credits	75 hours - 5 credits
45 hours - 3 credits	

NORWALK-LA MIRADA UNIFIED SCHOOL DISTRICT
Norwalk, California

Building Work Sheet - Work Experience

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For Period NOV 71

	El Camino	Excelsior	Glenn	La Mirada	Neff	Norwalk	Total
Exploratory							
Department Aides	20	50	--	70	--	--	
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NYC (Col.)							
Work Study	2	6	6	6	2	4	(26)
Other							
Total							(1686)

R.O.P.	43	128	141	65	88	58	(523)

For additional information about the program or how to participate contact:

WORK EXPERIENCE COORDINATOR or COUNSELORS at

El Camino High School
Excelsior High School
Glenn High School
La Mirada High School
Neff High School
Norwalk High School

Telephone: 868-0431

Work Experience Educational and Occupational Programs

Norwalk-La Mirada
Unified School District
12820 S. Pioneer Blvd.
Norwalk, California 90650

District Work Experience Office
Telephone: 868-0431

*

WORK EXPERIENCE EDUCATION is a high school accredited elective course, approved by the State Department of Education to aid students to stay in school and complete their education.

Through this program, students are given the opportunity to discover vocational interests and aptitudes. They gain practical experience through observation or performance in a variety of job entry occupations such as: shop, store, factory, nursery, sales, stock, service, shipping, photography, electronics, food services, and business offices.

*

QUALIFICATIONS

- Juniors, Seniors or students approved by the Principal.
- Valid Work Permit
- Acceptable citizenship and attendance.

Part-Time Workers

- 2-6 hours per school day, 8 hours on Saturday and/or Sunday.
- 1 day without work (may be a school day)
- Must not work after 10:00 P.M.

Full-Time Workers

- School vacation periods, Christmas, Easter, Summer.
- Upon Graduation

Varieties of Work Experience Education

The **EXPLORATORY PROGRAM** is essentially "guidance" in action.

IT IS WITHOUT PAY

It is to observe a variety of occupations for short periods of time, 5 to 30 days usually.

It is school supervised and for a maximum of 20 elective credits during high school career.

Credits for Exploratory are based on the following:

15 hours - 1 credit
30 hours - 2 credits
45 hours - 3 credits
60 hours - 4 credits
75 hours - 5 credits

The **GENERAL PROGRAM** is school supervised, paid, part-time employment for a maximum of 40 elective credits during high school career.

Develops desirable work habits and attitudes.

Provides financial help enabling student to stay in school.

Student becomes acquainted with the world of work.

The **VOCATIONAL PROGRAM** is school supervised, paid, part-time employment directly related to their in-school, double-period vocational class.

Students to gain practical work experience.

Raises the "employability" level of high school graduates.

A maximum of 40 elective credits may be earned during high school career.

CREDITS for GENERAL and VOCATIONAL. . .

Upon verification of hours worked during the semester, elective credit may be given as follows:

36 hours - 1 credit
72 hours - 2 credits
108 hours - 3 credits
144 hours - 4 credits
180 hours - 5 credits

A maximum of 40 credits of all combinations for their high school career.

OCCUPATIONAL PROGRAM...

The Occupational Education Program of the Norwalk-La Mirada Unified School District is a cooperative venture with the business community. Selected vocational students develop occupational competencies through part-time employment and correlated classroom instruction.

The primary purpose of the program is to give valuable learning experiences to those students who plan to enter the world of work soon after completing high school. Federally funded double-period classes are designed to train students for job entry skills in the areas listed.

This program is supplemented by our Regional Occupational Program (R.O.P.) which offers occupational training and high school credit for high school students and adults in the following areas: Aircraft Mechanics, Auto Body Repair, Cabinet-making, Computer and Data Processing, Construction, Education, Electricity-Electronic, Foods, Machining, Marine, Main-tenance, Medical, Motorcycle Repair, Office, Plastics, Retail Trade (Grocery), Sports Officiating, Structures Assembly, Urban Horticulture and Welding.

Classes in ROP are available during the day, evenings, and weekends. For further information call 860-3311, Ext. 364 or see a school counselor or work experience coordinator.

CLERICAL LABORATORY
Clerk-Typist, General Clerk, P.B.X., Receptionist, Filing

FOOD SERVICES
Bus Boy, Waiters, Fry Cook, Hostesses, Salad Makers, Waitresses

PHOTOGRAPHY
Photo-finisher, Technician, Cameraman, Salesman

NURSERY SCHOOL AIDES

OFFICE MACHINES OPERATOR
Duplicating, Bookkeeping Machine, Calculators, Typist

NURSE'S AIDE
Hospital Attendants

SECRETARIAL TRAINING
Clerk-Steno

ELECTRONICS
Technician Mechanic

BUSINESS SALES
10-Key, Recept. Cashier, Gen.Clk.

ADVANTAGES TO:

The SCHOOL

is able to do a better job of:

- relating theoretical and practical learning experiences.
- providing occupational training facilities and equipment.
- placing and supervising qualified students on the job.

The STUDENT

has the opportunity to:

- develop good work habits.
- better understand job requirements through on-the-job experiences.
- relate classroom training to his work.
- receive school credit and pay for work.

The COMMUNITY

benefits by:

- taking part in training of youth.
- better school and community relations.
- an increased source of well-trained workers.
- developing a resource of stable, self-supporting citizens.

The EMPLOYER

- obtains selected trainees receiving related instruction at school.
- builds good public relations in the community.
- benefits by having an unlimited source of skilled, part-time help who may become permanent employees.
- assists educators in training and guidance of youth.
- benefits by a "trainee" wage.

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how to find AND apply for a job

Related Instruction Packet No. 1

WORK EXPERIENCE EDUCATION
Norwalk-La Mirada Unified School District

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HOW TO FIND AND APPLY FOR A JOB

With special acknowledgments for this material to the Work Experience Education Program of the Antelope Valley Union High School District, Lancaster, California.

June 1971

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TABLE OF CONTENTS

Social Security Laws and Quiz	Pages 1, 2
Federal Child Labor Laws	Pages 3, 4
California Child Labor Laws	Page 5
How Others See Us Rating Scale	Pages 6, 7, 8
Locating Potential Employers	Pages 9, 10, 11, 12
Application Forms and Quiz	Pages 13, 14, 15, 16, 17
Preparing for the Interview and Quiz	Pages 18, 19, 20
The Interview and Quiz	Pages 21, 22, 23, 24
Introductions and Quiz	Pages 25, 26, 27
Keeping Your Job and Quiz	Pages 28, 29, 30
If You Have to Quit	Page 31

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INTRODUCTION

The average girl in high school today will work 25 years--the average boy about 40 years. It would seem that an activity that will occupy one's time and energies for most of his waking hours for most of his adult life would be carefully chosen. Yet, many people just fall into a job or field of work more or less by accident.

This booklet is dedicated to the idea that the individual should choose his work rather than the work choosing the person. Nearly everyone is destined to labor for the necessities of life. To varying extents, many are fortunate enough to enjoy a certain amount of luxuries as well. The degree to which one may partake of the luxuries of life depends at least in part upon his chosen career. How much money does his job allow for such? How much time does his work leave for their enjoyment? How does his work fit in with the pastimes he prefers?

Indeed, it is one of the most important decisions of life to get started in a vocation which will be most rewarding to the individual. Those who are not successful in selecting a career which provides a reasonable degree of happiness often feel trapped after a few years. They have usually gone up the ladder financially, but are not happy with their work; ofttimes because they do not feel their work is making a contribution to the betterment of mankind. But, for whatever the reason, they feel trapped because they would like to change careers and to do so would be too costly financially. They would have to start at the bottom again, in a new career. Some people do this; others only wish they could.

The material in this booklet has been compiled to facilitate the placement of the individual into work, initially, which will further him in his growth toward his ultimate career goal. Much is said about "attitude." However, this seems justified inasmuch as the greatest cause of failure on the job is poor attitude!

This booklet deals with items relating to finding a job and how to apply for a job. Other booklets and information is available that will provide suggestions on how to determine the kinds of jobs you would like, the training requirements for different jobs, available jobs in our area. Check the materials in your Career Development Center, especially the VIEW materials. Discuss job interests with your Counselor, Work Experience Coordinator, teacher, parents, and friends. What are your salable skills?

Good luck!

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SOCIAL SECURITY LAWS

The Social Security Act has been a part of American life since 1935. Major amendments to the law have progressively extended and improved the system.

The Social Security Act, which is a law of our federal government, provides the following benefits to those who are covered:

1. Retirement benefits. These are paid to:
   a. Men and women who have reached the age of 62 or over and have retired.
   b. A wife who has reached the age of 62 or over and whose husband is receiving social security payments.
   c. A dependent husband, when he is 62 or over.

2. Survivors' benefits are paid to:
   a. Widow 60 or older. If the widow is disabled payments can begin at age 50.
   b. Widow, regardless of age, caring for a child under age 18.
   c. Dependent widower (husband) of insured at 62.
   d. Dependent children until they are 18 or until they are 22 if full-time students and not married.
   e. Dependent parents 62 or older.

3. Lump-sum benefits. These may be paid to a worker's family in case of death.

4. Disability benefits. These may be paid to a worker at any age if he is totally disabled for work and has worked sufficiently under the program.

5. Health insurance (Medicare) protection for those 65 and over.

To finance these benefits, both employee and employer contribute a percentage of the employee's gross salary up to $7800. The contribution rate is 4.4% during 1968; 4.8% during 1969-70; 5.2% during 1971-72; 5.6% during 1973-75; 5.7% during 1976-79; and 5.8% during 1980-86 and 5.9% thereafter.

Every employee is required to have a Social Security Card. This card is issued to anyone upon request without charge by the Social Security Administration. The application form may be obtained from any post office or the nearest district office of the Social Security Administration.

Any person may make an application for a Social Security Card even though he is not employed at the time. In fact, every person seeking a job should obtain a Social Security Card in advance of employment because application for employment is simplified.

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QUIZ ON "SOCIAL SECURITY"

1. The Social Security Act is a law of our _____ _____

2. What is the address of the Social Security Administration Office nearest your home?

3. To whom are retirement benefits paid?

   a.

   b.

   c.

4. To whom are survivors' benefits paid?

   a.

   b.

   c.

   d.

   e.

5. Who must have a Social Security card?

6. What is the present employee's contribution rate?

7. Does one need to have a job in order to get a Social Security card?

8. Why is a Social Security card necessary when you apply for a job?

9. Write your Social Security number.

_____ _____ _____

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FEDERAL CHILD LABOR LAWS

You should know, before accepting either full- or part-time employment, the laws which affect the employment of young persons--the child labor laws. These laws cover the conditions under which "minors" under age 18 may work.

Child labor laws protect young workers against work which might be too strenuous for one's physical strength or otherwise detrimental to one's health or well-being.

The basic provisions of Federal Child Labor Laws (the Fair Labor Standards Act and its amendments) may be sumarized under three headings: Hours, Wages, and Hazardous Occupations.

HOURS

Those under 14 may not be employed on days school is in session. 14 and 15 year olds may work a maximum of three (3) hours a day when school is in session and a maximum of 18 hours a week when school is in session. When school is not in session, 14 and 15 year olds may work a maximum of 8 hours a day and 40 hours a week. Many states have additional restrictions on those under 18.

WAGES

The minimum wage for anyone covered by the Fair Labor Standards Act (an employee whose activities within a business involve him in "interstate commerce" and employees of laundries, hospitals, schools and certain other establishments) is set forth by the U.S. Department of Labor.

HAZARDOUS OCCUPATIONS

The occupations declared particularly hazardous for those under 18 are:

(1) Occupations in or about plants manufacturing or storing explosives

(2) Occupations as motor-vehicle driver or helper

(3) Coal-mine occupations and other mining occupations

(4) Logging, sawmill, lath mill, shingle mill, or cooperage-stock mill occupations

(5) Power-driven woodworking machine occupations

(6) Occupations with exposure to radioactive substances and ionizing radiations

(7) Occupations involved in the operation of elevators and other power-driven hoisting apparatus

(8) Occupations involved in the operation of power-driven metal forming, punching, and shearing machines

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(9) Occupations in or about slaughtering and meat-packing establishments or rendering plants

(10) Occupations involved in the operation of certain power-driven bakery machines

(11) Occupations involved in the operation of certain power-driven paper-products machines

(12) Occupations involved in the manufacture of brick, tile, and kindred products

(13) Occupations involved in the use of circular saws, band saws, and guillotine shears

(14) Occupations involved in wrecking, demolition, and ship-breaking operations

(15) Roofing occupations

(16) Excavation occupations

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CALIFORNIA CHILD LABOR LAWS

Many young people wonder why they are restricted from specified kinds of jobs. To better understand the reasoning behind the child labor laws, it is helpful to take a look at the early economic picture in the United States and the accompanying abuses of child labor.

Prior to the twentieth century, the primary economic activity in the United States was agriculture. Most people lived on farms. Children were given vacations from school during the summer months for the purpose of assisting with harvesting of crops. Throughout the year they also helped their parents with daily farm chores.

After the turn of the century, people began to move from the farms to towns and cities in increasingly large numbers. With no "farm chores" to do, young people were hired by business to perform the simple, odd jobs that they could do well. Often, they were paid far less than adult workers and worked at jobs which were injurious to their health. For the protection of these young people, many states passed laws setting forth the conditions under which they could work.

In California, the basic limitations are as follows:

(1) Everyone under 18 must have a "permit to employ" or "work permit" in order to be employed

(2) No person under 18 may be employed more than 8 hours a day or 48 hours a week

(3) No person under 18 may be employed between the hours of 10 P. M. and 5 A. M.

(4) No person under 18 may be permitted to work in a hazardous occupation

(5) Permits to employ and work permits are not issued to anyone under 14.

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HOW OTHERS SEE US

One's personality is the total affect he has on other people. You have probably wondered how others see you. The answers to the following questions may give you a clue. Be honest. A careful analysis of your answers can help make you more effective in your relationships with others.

In front of each question you will see 5 4 3 2 1. Circle the number that represents your answer in the following manner: 5 = positively yes; 4 = mostly yes; 3 = undecided; 2 - mostly no; 1 = positively no. Answer with your FIRST REACTION.

5 4 3 2 1 Do you make new friends easily?

5 4 3 2 1 Do you refrain from being a "complainer"?

5 4 3 2 1 Are you careful never to interrupt when another person is speaking?

5 4 3 2 1 Can you be optimistic when others around you are depressed?

5 4 3 2 1 Do you refrain from boasting or bragging?

5 4 3 2 1 Do you control your temper?

5 4 3 2 1 Are you genuinely interested in the other person's point of view?

5 4 3 2 1 Do you speak well of your employer?

5 4 3 2 1 Do you keep the same friends for years?

5 4 3 2 1 Do you feel well most of the time?

5 4 3 2 1 Do you use proper English?

5 4 3 2 1 Do you keep promises?

5 4 3 2 1 Are you at ease with the opposite sex?

5 4 3 2 1 Do you have good table manners?

5 4 3 2 1 Do you organize your work and keep up with it?

5 4 3 2 1 Do you get along well with your parents?

5 4 3 2 1 Do you readily admit your mistakes?

5 4 3 2 1 Can you be a leader without being "bossy"?

5 4 3 2 1 Is it easy for you to like nearly everyone?

5 4 3 2 1 Can you stick to a tiresome task without being "prodded"?

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5 4 3 2 1 Do you finish each task you begin?

5 4 3 2 1 Do you realize your weaknesses and attempt to correct them?

5 4 3 2 1 Can you take being teased?

5 4 3 2 1 Do you avoid feeling sorry for yourself?

5 4 3 2 1 Are you courteous to your fellow workers?

5 4 3 2 1 Are you usually well groomed and neatly dressed?

5 4 3 2 1 Are you a good loser?

5 4 3 2 1 Do you enjoy a joke even when it is on you?

5 4 3 2 1 Do you like children?

5 4 3 2 1 Do you keep your own room in good order?

5 4 3 2 1 Are you aware of the rules of etiquette?

5 4 3 2 1 Do you refrain from giving alibis?

5 4 3 2 1 Are you tolerant of other people's beliefs?

5 4 3 2 1 Do you respect the opinions of your parents?

5 4 3 2 1 Do you introduce people easily and correctly?

5 4 3 2 1 Do you refrain from pouting when things go differently than you like?

5 4 3 2 1 Are you a good listener?

5 4 3 2 1 Can you speak before a group without feeling self-conscious?

5 4 3 2 1 Do you like to attend parties?

5 4 3 2 1 Are you the kind of friend you expect others to be?

5 4 3 2 1 Do you accept compliments or gifts graciously?

5 4 3 2 1 Can you disagree without being disagreeable?

5 4 3 2 1 Do you like to give parties?

5 4 3 2 1 Are you "on time" for engagements?

5 4 3 2 1 Do you generally speak well of other people?

5 4 3 2 1 Can you take criticism without being resentful or feeling hurt?

5 4 3 2 1 Are you careful to pay back all loans, however small?

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5 4 3 2 1 Do you have good control over your temper?

5 4 3 2 1 Does your voice usually sound cheerful?

5 4 3 2 1 Can you work well with those you dislike?

5 4 3 2 1 Do you contribute to the conversation at the family dinner table?

5 4 3 2 1 Do you try as hard to get along well with your family as with friends?

5 4 3 2 1 Do you like people who are much older than you?

5 4 3 2 1 Are you pleasant to others even when you feel "out of sorts"?

5 4 3 2 1 Are you free from prejudices?

There are 55 questions; a perfect score would be 275. If you rate from--

250 - 275 You're too good to be true.

200 - 249 Your attitude toward others is commendable.

150 - 199 Your attitude needs improvement in certain areas.

Below 150 You need a general overhauling.

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LOCATING POTENTIAL EMPLOYERS

To be employed in any occupation, it is first necessary to locate an employer who is looking for someone to perform certain duties necessary to the particular business with which he is associated.

In order to be hired on most jobs, it is necessary to first be interviewed. The employer thus has an opportunity to evaluate your abilities--perhaps decide whether you would make a profit for the company, and you will have an opportunity to learn what the employment entails. You may decide that the job is not what you are looking for, or the employer may not hire you because you do not fulfill the requirements for the job.

If you are not hired, you must simply look for another employer. It is often helpful to make a list of potential employers before requesting an interview with one employer. This is advantageous because:

1. The more possible employers you have listed, the greater your chances of getting a job you will enjoy.

2. A listing of a number of possible employers lessens the chance that you will jump at the first opportunity even if it does not really appeal to you.

3. If you are not hired as a result of the first or second application, it is encouraging to have additional employers to whom you may apply.

You may compile a list of potential employers from:

1. Friends or relatives who are in business or who have recently been employed and may have information on job openings as a result of their own searching.

2. Newspaper advertisements.

3. The yellow pages in the telephone directory.

4. The local office of the Department of Employment.

When looking for employment it is important to have pertinent information on your qualifications readily available. It will be to your advantage to complete a data sheet similar to the one on Page 15.

In deciding on which job to accept, you should consider one which:

1. Interests you.

2. Pays reasonably well.

3. Provides opportunity for advancement.

4. Provides good working conditions.

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QUESTIONS ON LOCATING POTENTIAL EMPLOYERS

1. To be employed in an occupation, it is necessary to locate an employer who

   _____

   _____

2. Even though there is a job opening, you may not be offered employment. Why?

   _____

   _____

3. If you are not offered a job as a result of the first or second application, what should you do?

   _____

   _____

4. Why should you compile a list of potential employers?

   A.

   B.

   C.

5. Where can you obtain information to compile a list of potential employers?

   A.

   B.

   C.

6. What are the main considerations in deciding which job to accept?

   A.

   B.

   C.

DATA SHEET

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Personal Data

LAST NAME _____ FIRST NAME _____ MIDDLE NAME _____ AGE _____ DATE OF BIRTH _____

ADDRESS _____ TELEPHONE _____

SCHOOLS ATTENDED DATES

name _____ address _____ From _____ To _____

name _____ address _____ From _____ To _____

name _____ address _____ From _____ To _____

SCHOOL GRADE AVERAGE _____ HONORS OR AWARDS _____

SCHOOL, CLUB ACTIVITIES: _____

Work Experience

1. Employer: _____ Dates: From _____ To _____

   Address _____ Phone _____

   Duties _____

2. Employer: _____ Dates: From _____ To _____

   Address _____ Phone _____

   Duties _____

REFERENCES (Obtain Permission)

Name: 1. _____ 2. _____ 3. _____

Title _____ _____ _____

Address _____ _____ _____

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EMPLOYER CONTACTS

On the lower portion of this page you are to list employers whom you may contact for possible employment in the occupation you selected. You should know something about each employer's business as well as his name and position, telephone number, and address.

You may contact prospective employers by letter, telephone, or personal call. The personal call, while more time consuming, is often the most successful method (be sure to phone for an appointment).

If you decide to make the first contact by letter, it is important that it make a good impression on the employer. It must show him that you are well qualified for the job and will work hard. No employer will hire you simply because you are in "need" of a job. Sample letters of application and personal data sheets appear in the appendix.

If you call by telephone or in person, you may be asked to fill out an application form. This is normal procedure, not a brush off. It is often required before a personal interview as it gives the interviewer a basis for discussion with you on your qualifications and how you might fit into the job. Information which will help you in filling out applications appears on the next three pages.

Name of Employer	Person Contacted	Type of Job	Date	Comment

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APPLICATION FORMS

Many employers will ask you to fill out an application form. It will provide the interviewer with information concerning your educational background, work experience, and whatever other information the employer may wish. The way in which you fill out your application will also let the employer see how neat you are and how well you can follow instructions.

As your job will, in part, depend upon how you fill out the application, these tips may be of help to you:

1. Fill out the application form in ink--or use a typewriter
2. Answer every question that applies to you (If a question does not apply, you may write "NA," meaning not applicable, or draw a line through the space to show you did not skip the question.)
3. The zip code is part of your address
4. Marital status simply means whether you are single, married, separated, divorced, or widowed
5. Be sure to spell correctly (If you aren't sure about a word, sometimes it is possible to substitute another word with the same meaning.)
6. Place of birth means the city and state where you were born
7. Try to have well in mind the names of all of the schools you attended and the dates of your attendance (If there are several, it is a good idea to have them written down before you go to apply for a job.)
8. Getting a job often depends upon good references (Those considered reliable references include (a) the pastor of your church, (b) a former employer, (c) friends who are well established in business.)
9. Be as neat as possible (The employer expects your application to show your <u>best</u> work.)

Study the words on the following page which are often misspelled on application forms. Then complete the application form on the next page--as if you were really applying for a job.

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WORDS OFTEN MISSPELLED ON JOB APPLICATIONS

achievement
advertisement
aeronautics
affect (verb to influence)
appointment
assignment
assistance
assistant
attendance

beneficial
benefited or benefitted
business

canceled
candidate
career
college
committee
confident
conscientious
convenience
criticism

deficient
description
develop

effect (to bring to pass; noun-result)

familiar
February
forty
fulfill

immediately
incidentally

justified

knowledge

maintenance
management
mechanic
miscellaneous

necessary
necessity
ninety

performance
permanent
personnel
privilege

receptionist
recommend
reference
referred
restaurant

secretary
succeed
sufficient

technical
temporary
transferred

NORWALK - LA MIRADA UNIFIED SCHOOL DISTRICT
12820 South Pioneer Boulevard, Norwalk, California

Telephone UNiversity 8-0431

1. Name _____ S. S. # _____ Position Desired (1) _____ (2) _____
LAST FIRST MIDDLE
(AS IT APPEARS ON YOUR SOCIAL SECURITY CARD)

2. Address _____ Telephone _____ Birthdate _____
NO. STREET CITY STATE

3. Male ☐ Female ☐ Married ☐ Single ☐ Children? Yes ☐ No ☐ If yes, how many? _____ Do you own ☐ or rent ☐ your home?
Widow ☐ Separated ☐ Divorced ☐

4. Have you ever been arrested for other than a minor traffic offense? Yes ☐ No ☐ If yes, attach an explanation.

5. Height _____ ft. _____ in. Weight _____ lbs. General health _____. Physical defects? Yes ☐ No ☐ Explain _____

6. Are you presently employed? Yes ☐ No ☐ If yes, may we refer to your employer? Yes ☐ No ☐

7. Have you ever been a member of the California State Employees Retirement System? Yes ☐ No ☐
If yes, where _____ When _____ to _____
SCHOOL DISTRICT OR AGENCY MONTH YEAR MONTH YEAR

8. Are you willing to accept temporary employment? Yes ☐ No ☐ Are you willing to work afternoons and evenings? Yes ☐ No ☐

9. Are you a citizen of the United States? Yes ☐ No ☐ Military service? Yes ☐ No ☐ Type of discharge _____
HONORABLE, MEDICAL, ETC.

10. Have you ever been bonded? Yes ☐ No ☐ If yes, by what employer? _____

11. By whom were you referred to us for employment? _____

12. Do you have any relatives working for us? Yes ☐ No ☐ If yes, name _____ Department _____

13. Character references - List three persons to whom we may refer concerning your standing in the communities where you have lived. DO NOT give the names of relatives or former employers.

NAME	ADDRESS - BE EXACT	YEARS OF ACQUAINTANCE

66

-15-

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15. ***Employment Record*** - List the last **5** positions or the last **10** years of employment. Begin with your present employer or last employer if you are presently unemployed. Be sure to list the ***exact names and addresses*** of your employers. This section will be used to verify the experience requirement for the position listed on line 1 of this application. Attach a separate sheet if more explanation is necessary.

EMPLOYER'S NAME	EMPLOYER'S ADDRESS - BE EXACT	FROM MO. YR.	TO MO. YR.	SALARY HR/WK/MO	WORK DONE - BE SPECIFIC	REASON FOR LEAVING

16. ***For Clerical Applicants*** - check the areas in which you have had training. Check ***both*** boxes if you have had experience in that area.

a. Shorthand, ___ words per min. ☐ ☐
b. Typing, ___ words per min. ☐ ☐
c. Switchboard, cord ☐ ☐
cordless ☐ ☐
d. Ditto machine ☐ ☐
e. Offset duplicator ☐ ☐
Make _____
f. Electric typewriter ☐ ☐
g. Varityper ☐ ☐
h. Postage meter ☐ ☐
i. Bookkeeping machine ☐ ☐
Make _____
j. Mimeograph ☐ ☐
k. Addressograph ☐ ☐
l. Filing ☐ ☐
m. Bookkeeping ☐ ☐
n. Accounting ☐ ☐
o. Invoicing ☐ ☐
p. _____ ☐ ☐

17. Remarks: _____

18. In case of emergency, notify _____ Telephone _____

Note: As a condition of employment, you will be required to be fingerprinted, sign a loyalty oath that you are ***not*** a member of the Communist Party or its affiliates, and produce evidence that you are free of active tuberculosis.

I represent that the statements on this application are true and complete to the best of my knowledge. I also understand that if I [illegible]

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APPLICATION FORM QUIZ

Underline the correct answers--there may be more than one correct answer for a statement.

1. Application forms should be filled out with (a) ink, (b) pencil, (c) blue pencil, or (d) typewriter.

2. If you are instructed to "sign" your name, you should (a) print, (b) write.

3. If you are instructed to print your last name first, show how you will complete the line:

_____ _____ _____
Last Name First Name Middle Name

4. If only a small amount of space is provided for an answer, you should (a) write small, (b) run into the next space.

5. If a question does not apply to you, you should (a) write "NA," (b) just skip it, (c) draw a line through the space.

6. Marital status means (a) whether you are a veteran of military service, (b) whether or not you are married.

7. What is your marital status?_____

8. Place of birth means (a) name of the hospital in which you were born, (b) the county in which you were born, (c) whether you are a citizen, (d) the city and state in which you were born.

9. What is your place of birth?_____

10. When filling out the application, you should (a) be as neat as you can, (b) ask for several forms in case you make mistakes, (c) give complete information.

11. When listing references, it is best to include (a) your close school friends, (b) someone who doesn't know you well because he can be more objective, (c) a school counselor, (d) a teacher, (e) friends who are well established in business.

12. You should have well in mind (a) all of the elementary schools you attended, (b) all of the junior high and high schools attended, (c) the dates you attended each school, (d) the names of all your elementary teachers.

13. It is a good idea to carry a copy of your "data sheet" with you as it may (a) help you remember information needed to complete an application, (b) it is sometimes a good idea to leave a copy of your data sheet with the employer.

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PREPARING FOR THE INTERVIEW

Usually, you will be interviewed by the employer or his personnel manager. While it is normal to be a little nervous, there is really nothing to be afraid of. It will help if you know that the purpose of the interview is to allow the employer to learn as much as possible about:

1. Your attitude toward people and work
2. Your education and work experience
3. Your future occupational plans.

Also, the interview is a chance for you to get to know something about the job and the company, its policies, etc.

Naturally, you want to make a good impression on the person interviewing you. The suggestions which follow should help:

1. Find out as much as you can about the company before the interview
2. Find out who will interview and use his name during the interview
3. Make an appointment for the interview
4. Arrive five minutes before the time set for the interview
5. Know in advance your own qualifications for the job (Show that you are confident that you can succeed on the job--assuming that it is one for which you are qualified.)

Your appearance is very important. Personal grooming should be flawless when interviewed for employment. When you look your best you radiate self-confidence. Good grooming is also a part of non-verbal communication. It indicates self-respect and respect for others.

FOR GIRLS

Clothes - Your hemline should allow freedom of movement and eliminate self-conscious efforts to pull it down. If your skirt is short, crossing the legs is unbecoming.

Shoes - Should be in good condition, polished and not run over.

FOR BOYS

Clothes - Wear clothes that are appropriate for the job for which you are applying. They should be clean, neat and conservative.

Shoes - Should be in good condition, well cared for and appropriate for the job.

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Jewelry - Little or no jewelry should be worn. A watch is important as lack of one may suggest little respect for time.

Hair - A simple style and shining-clean.

Grooming - Check yourself on the Good Grooming Chart for Girls, and correct any shortcomings.

Writing Equipment - Carry a pad and pencil with you in your purse, and avoid having to borrow these items.

Hair - Clean, well-groomed and cut an acceptable length for employment.

Grooming - Check yourself on the Good Grooming Chart for Boys, and correct any shortcomings.

Writing Equipment - Carry a pad and pencil in your pocket, and avoid having to borrow these items.

It is best to have a specific type of job in mind. The interviewer will not be interested in your services if you apply for "anything"--as this indicates that you are qualified for "nothing." Be sure to take along your (1) social security card and (2) your personal data sheet--as on page 11.

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QUESTIONS ON PREPARING FOR THE INTERVIEW

1. Usually, you will be interviewed by _____

2. The purpose of the interview is to learn about:

   A. _____

   B. _____

   C. _____

3. The interview will also give you a chance to learn about _____

   _____

4. Some suggestions which will help make a good impression are:

   A. _____

   B. _____

   C. _____

   D. _____

   E. _____

5. Attention to the following personal details will help you look your best:

   _____

   _____

   _____

   _____

   _____

   _____

6. When you apply for a job, you should take these items with you:

   A. _____

   B. _____

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THE INTERVIEW

Usually, a receptionist will introduce you to the interviewer. However, this is not always done. You must be ready to introduce yourself and indicate the type of job for which you are applying. For example, you might say, "I'm Bill Dana, and I'm applying for a job (or the job) as clerk." If the interviewer moves to shake your hand, do so; but not until he offers his hand. Remember--no "limp fish" handshakes!

If you are courteous and follow these suggestions, you will have a better chance of being hired:

1. Go alone
2. Express your interest in your walk--don't lazily stroll into the office!
3. Smile--and look the interviewer directly in the eye
4. Stand up straight
5. Speak clearly and loudly enough to be easily heard
6. Wait until the interviewer offers you a chair before you sit
7. When you sit, sit alertly--don't slouch!
8. Do not lean on the interviewer's desk
9. Don't chew gum or smoke.

Indicate your interest in the job and why you feel you are qualified--never state as your reason for applying that you need a job. The employer has to be convinced that you will contribute something to the company.

The interviewer will lead the discussion. Answer his questions briefly but completely. He may ask such questions as these:

1. "Why do you think you would like to work for this company?"

   You should indicate your interest in the company or in its product and the chance for advancement with this company.

2. "Are you looking for a permanent or temporary job?"

   Be honest.

3. "Why do you think you can handle this job?"

   Emphasize your education and experience. If you don't have any experience, don't apologize for it.

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4. "Did you like your last job? Why did you leave?"

   It is best to not criticize your former employer. You might say, "Yes, I enjoyed the work, but the hours did not fit my schedule for school"; or "It was difficult to get to the job from my home." However, tell the truth!

5. "What are your future career plans?"

   The employer will be pleased if your future goal is related to the job for which you are applying.

6. "What salary do you expect?"

   You may say that you will be happy to start with the salary normally paid for this kind of work.

Other frequently asked questions include:

7. "Do you prefer working with others or by yourself?"

8. "Are you primarily interested in making money, or do you feel that service to your fellow man is worthwhile?"

9. "What kinds of books do you read?"

10. "What hobbies do you have?"

11. "What is your major weakness?"

12. "Have you had any difficulty getting along with teachers or classmates?"

13. "What are your special abilities?"

14. "Do you have any debts?"

The interviewer will usually cover such things as salary, vacations, hours of work, and pay days. If he does not, you should ask about them--but do not dwell on them. If the interviewer thinks you are only interested in the benefits of the job, he will probably hire someone else who seems more interested in what he can contribute to the company.

The interviewer will indicate when the interview is over. Usually, he will ask if you have any further questions--then thank you for coming in. Thank him for his time and leave, but be sure he knows how to contact you.

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QUESTIONS ON THE INTERVIEW

1. How will you introduce yourself to the interviewer?

_____

_____

2. Some suggestions about your behavior which will increase your chances of being hired are:

A._____

B._____

C._____

D._____

E._____

F._____

G._____

3. The employer must be convinced that you will_____something to the company.

4. What company do you think you would like to work for?_____

What job do you think you would like?_____

If you were applying for the job you listed, with the company listed, how would you answer these questions?

A. "Why do you think you would like to work for this company?"

_____

_____

B. "Are you looking for permanent or short-term employment?"

_____

C. "Did you like your last job--and why did you leave?"

_____

_____

_____

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D. "Why do you think you can handle this job?"

E. "What are your future career plans?"

F. "What salary do you expect?"

G. "What books have you read lately?"

H. "What are your special strengths?"

I. "What is your major weakness?"

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INTRODUCTIONS

When you begin a new job, you will meet many people. Are you familiar with rules of introductions? These simple rules may help you.

1. Men are introduced to women.
   "Miss Jones, this is Mr. North."

2. With two men or two women, introduce the younger to the older.
   "Mr. Older, this is Mr. Younger."
   "Mrs. Forty, this is Miss Twenty."

3. With two people of the same age and sex, it does not matter which name comes first.
   "Miss Teen-Ager, this is Miss Adolescent."
   "Miss Adolescent, this is Miss Teen-Ager."

4. Use these introductory phrases:
   "This is. . ."
   "May I introduce . . ."
   "May I present . . ."
   "Have you met . . ."

5. When you are introduced, say, "How do you do," and say the person's name. "How do you do, Mr. Wright." Do not say, "Pleased to meet you"--you may not be!

6. Men should rise when introduced to a woman. A young woman rises for an older woman. The hostess at a party should rise.

7. Men shake hands when they meet--you should use a firm grip as a "limp fish" hankshake makes a bad impression. However, don't try to prove your strength by grabbing his hand and mashing it. Women usually do not shake hands but may do so if they wish. A man should not offer his hand to a woman, but a woman may offer her hand to a man.

8. Smile when you are introduced. You should show that you are happy to meet the person.

9. It is a courtesy to add a few words explaining those introduced, such as their jobs or special interests in order to give them a topic for conversation.

10. The main difference between business and social introductions is that in business the person of lower position, regardless of age or sex, is always presented to the person of higher position. Miss Adams, a new typist, would be presented to her boss, Mr. Wilson: "Mr. Wilson, this is Miss Adams, our new typist." It is correct for the employer to call his employees by their first names even though the employee calls the employer by his last name.

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QUIZ ON INTRODUCTIONS

		Yes	No
1.	When introducing a man to a woman, the woman's name is spoken first.	☐	☐
2.	It is best to say, "Pleased to meet you," when you are introduced to another person.	☐	☐
3.	You should smile when introduced to another person.	☐	☐
4.	Introductions should be made immediately to avoid embarrassment.	☐	☐
5.	Men should rise when introduced to women.	☐	☐
6.	Women never shake hands.	☐	☐
7.	Men should shake hands when introduced.	☐	☐
8.	When two men or two women are introduced, the older person's name is spoken first.	☐	☐
9.	A girl should rise when introduced to an older woman.	☐	☐
10.	Two good phrases for introductions are "this is" and "have you met."	☐	☐
11.	In business, the person of lower position is always introduced to the person of higher position--regardless of age or sex.	☐	☐
12.	A boy rises when introduced to a girl.	☐	☐
13.	A correct introduction is: "Mr. Olderman, this is Mr. Younger."	☐	☐
14.	A correct introduction is: "Miss Jones, this is Mr. North."	☐	☐
15.	A correct introduction is: "Mr. Wilson, this is Miss Adams, our new typist."	☐	☐
16.	It is a courtesy to add a few words explaining those introduced in order to give them a topic for conversation.	☐	☐
17.	A man should not offer to shake hands with a woman.	☐	☐
18.	It is all right for a man and woman to shake hands if the woman offers her hand first.	☐	☐
19.	"May I introduce . . .?" is a correct phrase for introductions.	☐	☐
20.	It is not correct to say, "Shake hands with Mr. Smith."	☐	☐

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KEEPING YOUR JOB

This booklet has attempted to assist you in preparing for, locating, and applying for a job. Once you have obtained the job you like, you will want to be successful in your work. The degree of success is largely up to you, and it depends upon these factors:

1. YOUR HEALTH--

   A. Do you get enough rest each night to do a good day's work the following day?

   B. Do you regularly eat those foods which contribute to good health?

   C. Do you regularly get vigorous exercise in accordance with your particular needs?

   D. Do you have a relaxing hobby?

2. YOUR COURTESY--

   A. Do you always say "Please," "thank you," "excuse me"?

   B. Do you speak in a pleasant tone to others?

   C. Do you refrain from gossiping?

   D. Do you refrain from complaining?

3. YOUR COOPERATION--

   A. Do you cooperate with your supervisors and fellow employees?

   B. Do you always control your temper?

4. YOUR DEPENDABILITY--

   A. Do you always arrive to work on time?

   B. Do you make every effort to be at work every day?

   C. If you must be absent from work, do you call your employer in advance?

   D. Do you do a full day's work for a full day's pay?

   E. Can you be counted upon to do extra work when needed?

5. YOUR EFFICIENCY--

   A. Do you do your work quickly and correctly?

   B. Do you work without wasting materials?

   C. Do you listen carefully when jobs are assigned, then ask only necessary questions?

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6. YOUR INITIATIVE--

   A. Do you see work that needs to be done, then do it without being told to do it?

   B. Do you show interest in the work of others?

   C. Do you try to improve in your work?

7. YOUR NEATNESS--

   A. Do you keep your work area in order?

   B. Is your work itself neat and orderly done?

   C. Do you keep yourself well groomed?

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QUESTIONS ON KEEPING YOUR JOB

Write how your job success will depend upon these factors:

1. YOUR HEALTH--

2. YOUR COURTESY--

3. YOUR COOPERATION--

4. YOUR DEPENDABILITY--

5. YOUR EFFICIENCY--

6. YOUR INITIATIVE--

7. YOUR NEATNESS--

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IF YOU HAVE TO QUIT . . .

If you have not searched widely and carefully considered all job possibilities, you may find that before too long you will be unhappy with your work. If this should happen, there is no need to continue for years in a job or field of work you dislike. Even if your search for the "right" job was carefully done, you may decide later that you wish to quit for some reason. Some young workers do not understand how to terminate employment and still maintain a good relationship with the employer. This is important as you may need a good recommendation from him later. The following list may help you:

<u>If you have to quit</u> . . .

Locate another job before you quit if at all possible. (Those who don't often are unemployed for months)

Give the employer at least two weeks notice that you intend to leave (He should have time to find a replacement for you.)

Thank the employer for the opportunity of working in his firm, and explain the reason you are planning to leave (you have found another job which is more in line with your vocational goal, which pays more, etc.)

Ask the employer if you may use his name as a reference when you are applying for jobs in the future.

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SUMMARY AND SUGGESTED GUIDELINE FOR WORK EXPERIENCE PROGRAMS

Based on A Preliminary Workbook, 1970
(Goals, Objectives and Evaluative Criteria)
Prepared by Voc. Ed. Section of Cal.
State Department of Education

Related Instruction Packet No. 2

Norwalk-La Mirada Unified School District
Norwalk, California

1971

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Introduction

A statewide committee has been working on the development of goals and objectives for Work Experience Education for several years. The five major goals developed have received general acceptance by Work Experience educators and school administrators. The committee has held a series of workshops and plans a major one this summer. They plan to prepare broad guidelines and suggestions for program objectives, performance objectives and evaluative criteria for each of the goals. We have summarized some of the material from the 1970 publication, A Preliminary Handbook. The following is the forward to that publication by Herb Ellenburg, State Department Consultant.

> This is a working document. Nothing in this document is to be construed as an official publication that will mandate certain requirements to be imposed upon school districts.
>
> It is the purpose of this publication to assist school districts evaluate what they are doing or should be doing in work experience education. These goals and objectives have been designed to measure the effectiveness of the education the students receive while enrolled in work experience education. Because of certain limitations (class load, geographic problems, etc.) some evaluative criteria might seem difficult to perform, however, this could be an instrument that could indicate the need for more attention to these deficiencies.
>
> This is an interim publication. The field work has yet to be done. Work experience education coordinators can contribute by developing evaluative criteria of their own to help the committee to design a final document.
>
> As the reader looks over the material, I hope that he will not totally accept or reject this material, but, add to it or modify those areas that pertain to his local programs.

Note: The following materials are only excerpts from the above-mentioned publication. We have indicated this booklet as Related Instruction Packet No. 2. It does contain some interesting material for Related Instruction classes or seminars. We would appreciate your comments and reaction to this packet.

John F. Clark

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GOAL 1. RECOGNIZE THAT THE PROCESS AND CONTENT OF THE SCHOOL'S CURRICULUM IS RELEVANT TO CAREER REQUIREMENTS AND RESPONSIBILITIES.

Performance Objectives	Experiences and Activities	Example of Evaluation
1.1 Gain vocational skills of a goal oriented nature	Appropriate job placement compatible with enrollee needs and abilities	Student evaluation and indication of future career plans
1.2 On basis of your related in-school instruction, improves your on-the-job performance	Discussion in related-instruction classes	a) List minimum of 10 skills taught in vocational classes which help improve job performance b) Supervisor evaluation
1.3 On basis of your on-the job performance, improve in-school learning	Discussion in related-instruction classes	a) List minimum of 10 skills learned on-the-job that made school more relevant to you b) Analysis of school records
1.4 On basis of your on-job experience know relationship between training requirements and courses available at school	List minimum of 5 job duties and 5 job responsibilities of current assignment	a) Write summary on how school courses helped prepare you for job b) Make suggestions for ways existing courses could help more in preparing for job or suggest new courses that might be offered to prepare for jobs like your assignment

GOAL 2 APPRECIATE THE IMPORTANCE OF WORK TO PERSONAL FULFILLMENT AND GROWING INDEPENDENCE AND MATURITY.

Performance Objectives	Experiences and Activities	Examples of Evaluation
2.1 Earn financial income and learn money management	Optimal work hours and related-instruction class	Report on money earned, complete income tax report, and summary of expenditures

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2.2 See relationship between job and other aspects of your life	On-job experience and related-instruction class	Role play a situation before and after work experience. List at least three situations in which job experience has helped you in other situations.
2.3 Recognize that you will deal with situations on job that you will not like	On-job experience and related-instruction class	List two unpleasant tasks that must be done well. Explain why this is necessary.
2.4 Enhance personal fulfillment through productive work	On-job experience and related-instruction class	a) List minimum of 5 reasons you like job and if you plan to get permanent job in same field b) List minimum of 5 items why you don't like job and indicate plans to getting another job

GOAL 3. ANALYZE CAREER OPPORTUNITIES AND THEIR REQUIREMENTS AND COMPARE THESE TO PERSONAL POTENTIAL AND EXPECTATIONS.

Performance Objectives	Experiences and Activities	Examples of Evaluation
3.1 Determine additional education requirements needed for full employment at present work station	On-job experience and related-instruction class	Indicate those requirements you now meet - those you need to complete and how long it will take
3.2 Identify current opportunities of present assignment and two high level assignments in occupational field in next five years	On-job experience and related-instruction class	Using VIEW and other data select most promising opportunities and indicate if you intend to pursue field
3.3 Conduct self-assessment of current work assignment	On-job experience and related-instruction class	List things you like and do well and compare with list of things you do not like and do not do well. Make your conclusions on following career field

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GOAL 4. IDENTIFY WITH, AND PARTICIPATE IN, ADULT ROLES AND RESPONSIBILITIES IN THE WORLD OF WORK.

Performance Objectives	Experiences and Activities	Examples of Evaluation
4.1 Learn work responsibilities and positive interpersonal skills	Quality work stations and concerned supervisors	Supervisor and student evaluation forms
4.2 Demonstrate job-entry proficiency in a career you have selected	On-job experience, exploratory stations, related-instruction class	Present references and be interviewed by two potential employers. Secure written verification you could obtain job with firm if position was available.

GOAL 5. RELATE IN A POSITIVE MANNER TO WORK EXPERIENCE EDUCATION SPONSORS, EMPLOYERS AND THEIR EMPLOYEES, AND THE PUBLIC SERVED.

Performance Objectives	Experiences and Activities	Examples of Evaluation
5.1 Demonstrate appropriate behavior in environment of selected career		
5.1.1 Be tactful with irate customers	On-job experience or simulated situation	List at least two situations you had to deal with irate users and list alternate way situations could have been handled
5.1.2 Develop positive work relations with other employees	On-job experience, role playing in related-instruction class	Select three employee relationsheip problems - indicate suggestions for meeting problems - report on experiences using these techniques
5.2 Recognize and meet needs of public served at work station	On-job experience, interviews with members of public served by work station	Interview at least three members of public served and analyze results. Present class with recommendations. Final supervisor's evaluation will indicate you met public needs 90% or more of time.

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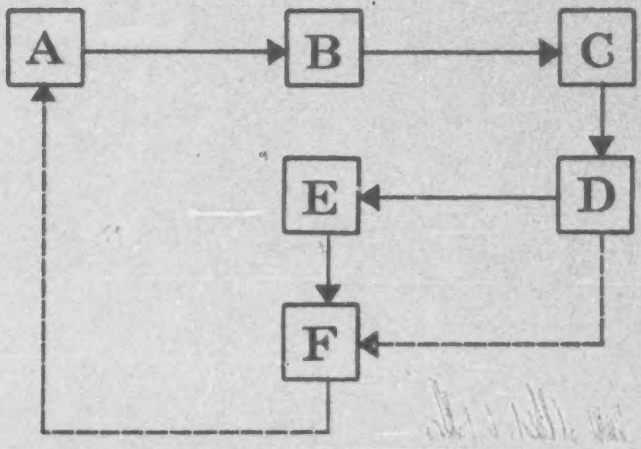
Career Planning Guide ..... Work Experience Education

Norwalk-La Mirada Unified School District

CAREER DEVELOPMENT

Related Instruction Packet No. 3



NAME _____ SCHOOL _____

DATE _____

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CAREER PLANNING GUIDE

Special acknowledgments are due to Dr. T. Smith and the work he has done in the Covina-Valley Unified School District in the broad field of Guidance and Career Development.

October 1971

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Introduction:

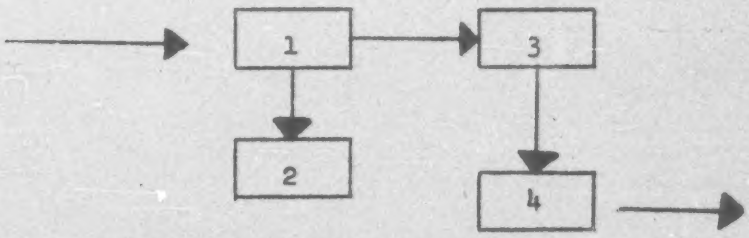
Choosing a career is not an easy task. There are many factors to be considered. This guide provides four planning sheets and information to help you make the necessary decisions regarding your school program and career exploration.

Career Planning is something you do. You may secure information and advice from a number of sources - some of which will be suggested later. However, as a thinking human being you are free to make choices and to be responsible for the choices you make. Each of us makes many choices every day - our friends, the clothes we buy and wear, the courses we take in school, how well we choose to work in our classes, the responsibility for achieving our chosen goals.

The choices you make effect you more than anyone else, so we urge you to consider carefully and systematically some of the important decisions you will be making. This guide will help you think through some of your choices relating to career planning. The forms and materials in this guide will aid you in your search for helpful information, help you think about the information you receive, and help you plan a relevant high school program and work experience opportunities.

This kind of planning is called a system. We recommend all elements of the system included in this guide be used and you should be able to use most of the elements of the system on your own.

Good Luck and Good Planning!



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SOME COMMENTS ON SYSTEMS AND DECISION-MAKING

We believe that a systems approach is a valuable tool in helping solve complex problems. Systems Analysis helped get men to the moon and back safely. There is evidence that many firms and organizations have become more efficient through systems planning. We are receiving many reports that individuals have found systems planning most useful in a wide range of activities from career planning to household management. There are some reports of success both in the selection of a wife or a husband and in marriage counseling using System Analysis techniques.

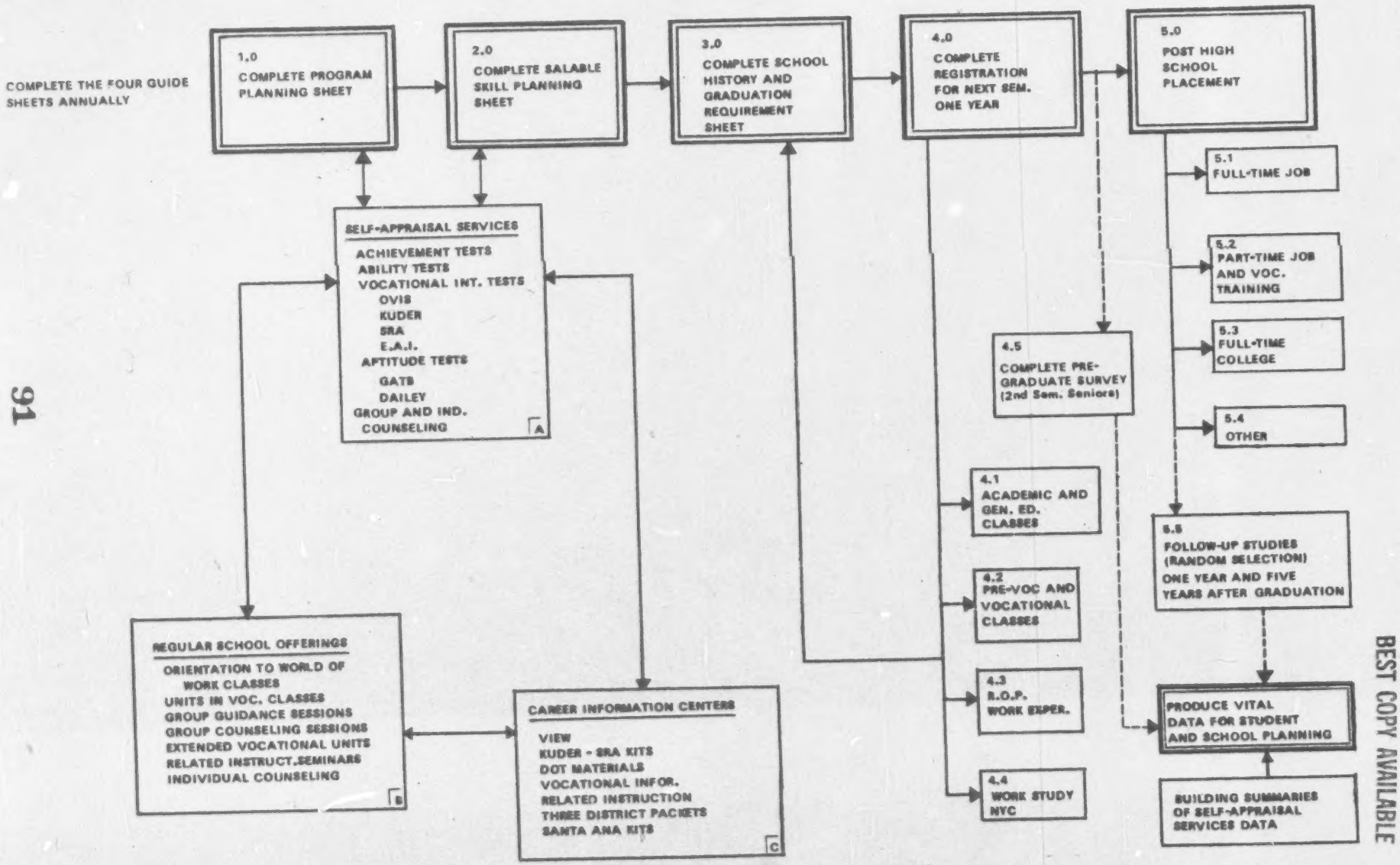
These later reports again point out a significant aspect of Systems Analysis, decision-making, choosing - systematic planning tends to provide superior results. But human decision-making is not solely dependent upon the ability to reason from fact to fact. It is also heavily influenced by emotions, feelings, attitudes, aspirations, and special "dreams". We have known or read of athletes with average athletic talent who became super-stars. We have known of many "average" or "slow" students who had great success in college or a job of their choice. There is still a "CAN DO" drive in many people and many people with a "CAN DO" feeling are succeeding in their chosen fields every day!

Thus, we urge you to be systematic, weigh alternate possibilities to problem solutions carefully, but to dream, to hope, to aspire to the goals you hold for yourself. Again, this guide will help you plan and make decisions - within the total environment of your world.

REMEMBER, "WORKERS ARE MADE, NOT BORN".

A CAREER PLANNING SYSTEM

(Career Planning Guide, WEE Packet No. 3)



NORWALK-LA MIRADA UNIFIED SCHOOL DISTRICT
OCTOBER, 1971 ©

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FOUR MAJOR ELEMENTS

IN THIS CAREER PLANNING SYSTEM

STEP ONE - PROGRAM PLANNING SHEET

with Exploratory Guide Sheet

with Explanation of Determining Grade Point Average (G.P.A.

with two information charts (A & B)

STEP TWO - SALABLE SKILL PLANNING SHEET

with Description of Career Information Center (C.I.C.)

with Overview of Work Experience

STEP THREE - GRADUATION REQUIREMENTS AND CREDITS TO DATE

total credits earned to date

graduate requirements met to date

long range school program plans

Grade Point Average by school year

STEP FOUR - PROPOSED SCHOOL PROGRAM

plans for classes for next semester or next year

plans for Work Experience opportunities

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PROGRAM PLANNING SHEET

Name _____ School _____ Grd. _____

Home Phone _____ Counselor _____ GPA _____

ACADEMIC INTERESTS

Which of the following school subjects is most interesting to you at this time? (CHECK ONE)

__0. English
__1. Social Science
__2. Math
__3. Foreign Language
__4. Science
__5. Business Education
__6. Home Economics
__7. Fine Arts
__8. Industrial Education

OCCUPATIONAL INTERESTS

Which one of the following types of work is of the most interest to you at this time? (CHECK ONE)

__0. Outdoor type of work.
__1. Mechanical type of work.
__2. Working with numbers.
__3. Scientific type of work.
__4. Sales work, advertising, public relations.
__5. Work that uses my artistic ability.
__6. Work that involves reading and writing.
__7. Work that uses my musical ability.
__8. Work in which I am of direct service to other people.
__9. Secretarial or clerical type of work.

ACADEMIC ABILITIES

Which do you think is your strongest aptitude? (CHECK ONE)

__1. READING (work with written materials).
__2. NUMBERS (work with numbers).
__3. WRITING (use and write good sentences).
__4. SPELLING (spell accurately).
__5. MECHANICAL (work with mechanical problems).
__6. VISUALIZE (picture something in my mind from a drawing).

JOB VALUES

If you had a choice of one of these kinds of jobs, which would you choose at this time? (CHECK ONE)

__0. A job where I could be leader.
__1. A very interesting job.
__2. A job where I would be looked upon very highly.
__3. A job where I could be boss.
__4. A job which I would be absolutely sure of keeping.
__5. A job where I could express my feelings, ideas, talent, etc.
__6. A highly paid job.
__7. A job where I could make a name for myself.
__8. A job where I could help other people.
__9. A job where I could work more or less on my own.

GENERAL CAREER PLAN

In terms of your interests, abilities and values, what is your choice of a career plan at this time? (CHECK ONE)

__1. Professional-technical (engineers, doctors, teachers, etc.)
__2. Clerical-sales (secretaries, salesmen, clerks, etc.)
__3. Service (policemen, beauty operators, cooks, etc.)
__4. Agriculture, fishing, forestry (farmers, foresters, etc.)
__5. Processing (workers in oil, steel, plastic, leather, etc.)
__6. Machine trade (machinists, printers, mechanics, etc.)
__7. Bench work (T.V. repairmen, electornics assembly, etc.)
__8. Structural work (welders, painters, electricians, etc.)
__9. Miscellaneous (truckers, photographers, actors, etc.)

TENTATIVE CAREER CHOICES

1st choice: _____

2nd choice: _____

COUNSELING PRIORITY RATING

Please note your need at this time for help with educational and career planning: (CHECK ONE)

__1. Need considerable help in figuring out what I am going to do.
__2. Have some things planned but could use additional help.
__3. Plans are pretty clear and do not need additional help at this time.

GRADES (G.P.A.) and TEST SCORES

My GRADES (G.P.A.) up to this time have been: (CHECK ONE)

__1. Mostly A's & B's (3.5-4.0)
__2. Mostly B's (3.0-3.4)
__3. Mostly B's & C's (2.5-2.9)
__4. Mostly C's (2.0-2.4)
__5. Mostly C's & D's (1.5-1.9)
__6. Mostly D's (1.0-1.4)

My TEST SCORES up to this time have been: (CHECK ONE)

__1. HIGH: Mostly between the 75th & 99th percentiles.
__2. HIGH-AVERAGE: Mostly between the 50th & 74th percentiles.
__3. LOW-AVERAGE: Mostly between the 25th & 49th percentiles.
__4. LOW: Mostly between the 1st and 24th percentiles.

POST-GRADUATE PLANS

Based upon the facts I have now, my plans for the future are: (CHECK ONE)

__1. I plan to go right to work with no further education. (G.P.A. 1.0 or higher is required.)
__2. I plan to enlist in the armed services with no further education. (G.P.A. 1.0 or higher is required.)
__3. I plan to get married and become a full-time homemaker. (G.P.A. 1.0 or higher is required.)
__4. I plan to enroll in a special technical, trade, business, or beautician school. (G.P.A. 1.5 or higher is required.)
__5. I plan to enroll in junior college and earn a certificate or an Associate of Arts degree. (2-year program) (G.P.A. 2.0 or higher is required.)
__6. I plan to enroll in junior college and then transfer to a four-year college. (Currently following a college preparatory course of study with a G.P.A. of 2.0 or higher.)
__7. I plan to go directly to a four-year college or university. (Currently following a college preparatory course of study with a G.P.A. of 2.5 or higher.)
__8. I am undecided about whether to go to work or to continue my education. (G.P.A. 1.0 or higher is required; G.P.A. 2.0 is minimum requirement for students enrolled in college preparatory course of study.)
__9. I have no definite plans right now. (G.P.A. 1.0 or higher is required; G.P.A. 2.0 is minimum requirement for students enrolled in college preparatory course of study.)

COURSES OF STUDY

The following courses of study are offered in the high schools of this district. Check the one you are following:

__1. GENERAL - Occupational preparatory program including the required courses and a variety of special courses.
__2. COMMERCIAL - Occupational preparatory program including a sequence of one or more courses in business education each year.
__3. FINE ARTS - Occupational preparatory program including a sequence of one or more courses in art or music each year.
__4. INDUSTRIAL EDUCATION - Occupational preparatory program including a sequence of one or more courses in industrial education each year.
__5. HOME ECONOMICS - Occupational preparatory program including a sequence of one or more courses in home economics each year.
__6. COLLEGE PREPARATORY - College preparatory program including a sequence of three or more academic courses each year:
2.0 G.P.A. is the minimum requirement for enrollment in THREE academic courses.
2.5 G.P.A. is the minimum requirement for enrollment in FOUR academic courses.
3.0 G.P.A. is the minimum requirement for enrollment in FIVE academic courses.

WORK EXPERIENCE INTEREST RATING

Please rate your interest in securing work experience related to your course of study:

__1. LOW INTEREST in work experience.
__2. AVERAGE INTEREST in work experience.
__3. HIGH INTEREST in work experience.

Prefer to work with:
__1. PEOPLE (Children, adults)
__2. THINGS (machines, objects, tools)
__3. DATA (facts, ideas, numbers, words)

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STEP ONE

PROGRAM PLANNING SHEET

- The key to the Program Planning Sheet is the determination of your tentative Post Graduate Plans.

- In completing the various boxes on the Program Planning Sheet, you have indicated some of your major interests, abilities and job values. You have indicated your general career plan and your tentative career choice or choices.

- You have recorded your G.P.A. to date and a summary of your test scores.

- Based on this information and feelings, you should check one (and only one) of the nine Post-Graduate Plans. (While you may change your plans some time in the future, you should select one category and use it in your planning for the present.)

- Having selected a graduation plan, indicate your Course of Study that will best help you implement your choice. The attached chart "Criteria for Assessing Appropriateness and Reasonableness" (Chart A) will help you match your course choices with your graduate plans.

- After reading the rest of the material in this section, review your Program Planning Sheet. Does it represent your best thinking at the moment?

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- The aim of the career development system is to help students and their parents formulate and implement appropriate and reasonable educational and career plans through informed and meaningful decision-making processes.

- IN THIS CONTEXT OF EDUCATIONAL AND CAREER PLANNING, "APPROPRIATENESS," IS DEFINED AS THE EXTENT TO WHICH THE COURSE CHOICES OF STUDENTS ARE CONSISTENT WITH THEIR STATED EDUCATIONAL PLANS AND GOALS.

- The term "reasonableness" is defined as the extent to which students appear to have a reasonable chance for success in the course choices and educational plans which they have formulated - based primarily on the forecasting value of earned grade point averages (G.P.A.) to date and standardized test scores.

- SOME BROAD FORECASTING VALUES HAVE BEEN INCLUDED ON THE PROGRAM PLANNING SHEETS, FOR EXAMPLE - 2.5 G.P.A. OR HIGHER FOR STUDENTS PLANNING TO ENROLL IN A FOUR YEAR COLLEGE. USUALLY 3.0 G.P.A. IS NECESSARY TO GET ENROLLED IN A STATE COLLEGE IN CALIFORNIA.

- Individual schools may develop their own forecasting values based on follow-up studies of recent graduates. However, the minimum G.P.A. levels used for each of nine possible post-graduate plans serve as a guide.

- Chart B shows the placement patterns of a typical high school graduating class by G.P.A. classifications.

- Are your career plans "appropriate" and "reasonable"?

GRADE POINT AVERAGE (G.P.A.)

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There are a number of things you ought to understand about the term, "G.P.A.". Among them are: that the G.P.A. is the average of all the classes you have taken in high school. G.P.A. is usually reported in numbers rather than by letter grades.

A student's G.P.A. is obtained by a simple arithmetic process. Each "A" earned has a value of 4 points; each "B", 3 points; each "C", 2 points; each "D", 1 point; and each "F" or "Incomplete", 0 points. By multiplying all "A's" by 4, "B's" by 3, etc., for all your classes to date, adding all the products together and dividing the result by the number of letter grades earned. The average of the grade points or the Grade Point Average is obtained.

Example:

5	A's x 4	=	20 points	Note:
3	B's x 3	=	9 points	In computing G.P.A., grades in Physical Education are not included.
1	C x 2	=	2 points	
2	D's x 1	=	2 points	
1	F x 0	=	0 points	
12 grades			33 points	

33 divided by 12 = 2.75 G.P.A.

G.P.A. is used in a number of ways. In a general way, it is an index of how well you are doing in school as compared to your test scores. If you have average or better than average test scores, you should be getting C's or better in all your classes.

In much the same manner, a student's G.P.A. is a pretty good predictor on how well he or she is apt to do in advanced classes, in certain technical training courses and in college. The University of California System, after a long study of many kinds of student data, have found that the high school G.P.A. is the best single predictor of college success.

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GRADE POINT AVERAGE (G.P.A.) (Cont.)

Some minimum G.P.A.'s for certain Post-Graduate Plans have been indicated. If your G.P.A. is lower than these minimums, you should review your plans with your counselor. Remember these are general guides! Drive, interest, desire are also important factors in success in any human endeavor.

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CHART A

CRITERIA FOR ASSESSING "APPROPRIATENESS" AND "REASONABLENESS"
OF STUDENT COURSE CHOICES AND POST-GRADUATE PLANS

Post-Graduate Plans #'s 1, 2, 3, 8, & 9
1 - Work
2 - Military
3 - Married
8 - Undecided
9 - No Definite Plans

APPROPRIATENESS*
1. Two Business Education or Industrial Education courses
OR
2. One advanced course in the following:
-Business Education
-Industrial Education
-Art
-Homemaking
-R.O.P. Classes
-Work Experience

REASONABLENESS*
1. No G.P.A. requirements specified.

Post-Graduate Plan # 4(b)
4(b) - Business School

APPROPRIATENESS
1. Two Business Education courses
2. R.O.P. Classes
3. Work Experience

REASONABLENESS
1. G.P.A. of 1.5 or above.

Post-Graduate Plan # 4(a)
4(a) - Trade or Technical School

APPROPRIATENESS
1. Two Business Education or Industrial Education courses
OR
2. One advanced course in the following:
-Business Education
-Industrial Education
-Art
-Homemaking
-R.O.P. Classes
-Work Experience

REASONABLENESS
1. G.P.A. of 1.5 or above.

Post-Graduate Plans #'s 6 & 7
6 - 4-Year College
7 - Junior College and Transfer to 4-Year College

APPROPRIATENESS
1. Three or more academic courses
2. Course or courses to develop salable skill for part-time employment while continuing education.

REASONABLENESS
1. G.P.A. of 2.5 or above.

Post-Graduate Plan #5
5 - Junior College only

APPROPRIATENESS
1. Consider courses in major field of interest
2. R.O.P. classes in major field of interest
3. Work Experience

REASONABLENESS
1. G.P.A. of 2.0 or above.

*For students following "College Prep" course of study, use criteria for Post-Graduate Plans #6 & 7

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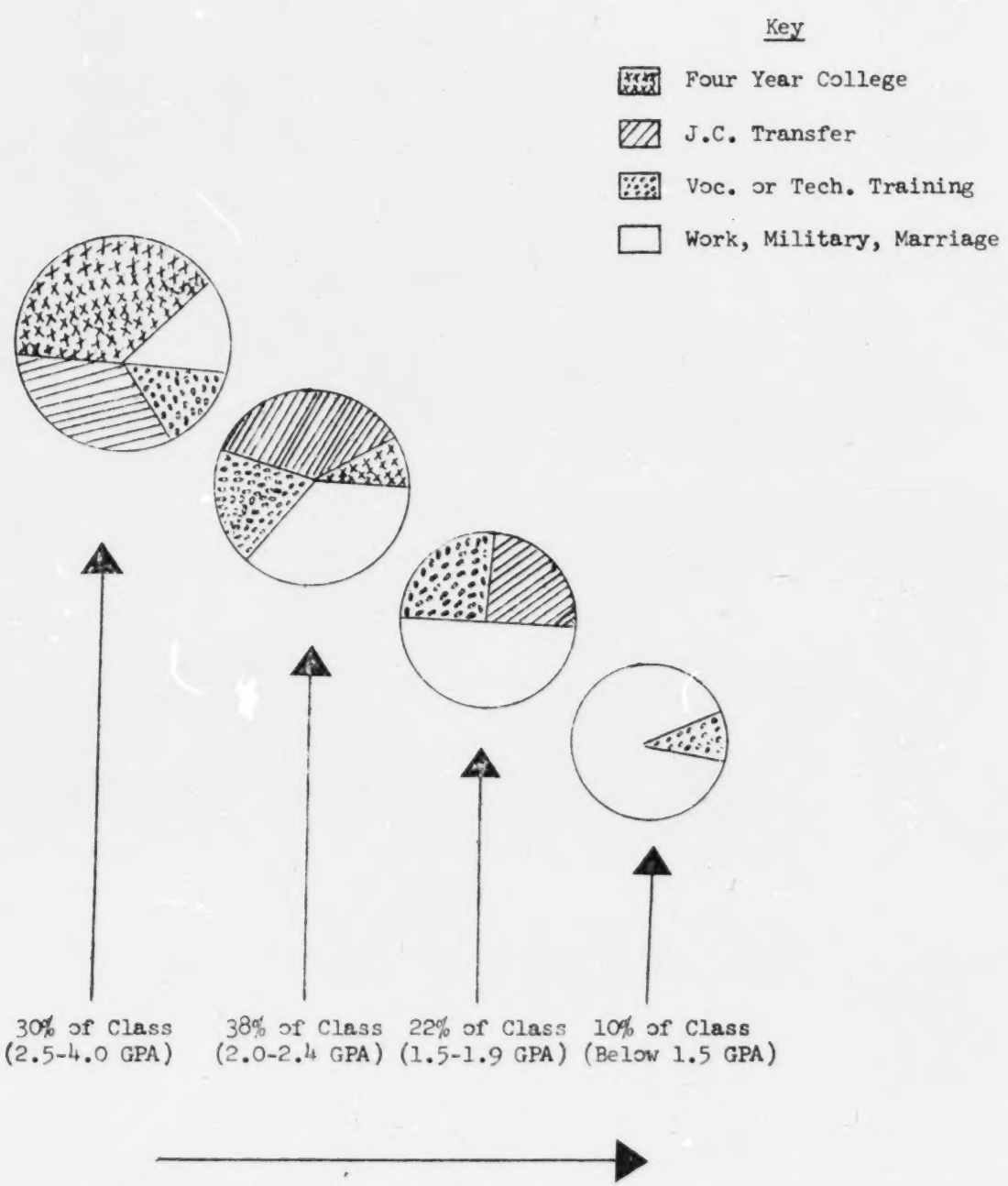
CHART B

PLACEMENT PATTERN OF HIGH SCHOOL
GRADUATING CLASS BY G.P.A.



(Note: 30% of graduating class had a G.P.A. between 2.5 and 4.0. 4 of 10 went to a four year college, 3 of 10 went to Junior College and planned to transfer to a four year college, the others went directly to work or enrolled in vocational programs.)

STEP TWO

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SALABLE SKILL PLANNING SHEET

- A salable skill is a skill that will enable you to get a full-time job upon the completion of high school or a part-time job to assist you in completing a technical or college program beyond high school.

- Every student should have some salable skills by the time of high school graduation!

- The SALABLE SKILL PLANNING SHEET will help you plan both your immediate and long range salable skills. (You should have indicated your long-range, salable skills or career goals on your Program Planning Sheet.) This sheet will provide more detailed information on the immediate skills and your plans on how to acquire them.

- The Exploratory and the Vocational Work Experience programs should be considered in providing experience and training in the different vocational fields. Check with your Work Experience Coordinator or with your Counselor for further information about Work Experience and R.O.P. (the vocational Regional Occupational Program.)

- List under Section A one or more salable skills you desire and indicate your tentative plans for acquiring the skills.

- List under Section B the salable skills that you already have and under Section C indicate the paid jobs that you already have had.

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SALABLE SKILL PLANNING SHEET

Name_____ School_____

Home Phone_____ Counselor_____

Date_____

Your Program Planning Sheet indicates your long range career choices and your general course of study selection for high school and beyond high school education. This sheet will help you plan both your immediate and long range salable skills. (A salable skill is a skill that will enable you to get a full-time job upon completion of high school or a part-time job to assist you in completing a technical or college program beyond high school.)

Every student should have some salable skills by the time of high school graduation.

A. SALABLE SKILL OR JOB ENTRY POSITION DESIRED — HOW TO GET SKILL OR SKILLS

1._____ _____

_____

2._____ _____

_____

3._____ _____

_____

B. SALABLE SKILL OR SKILLS ALREADY ACHIEVED

_____ _____

_____ _____

_____ _____

C. JOBS HELD TO DATE:

Type of Job	Number of Weeks Employed	Pay Per Hour

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WHERE TO GET ADDITIONAL INFORMATION ON CAREERS

- C.I.C. - CAREERS INFORMATION CENTERS

Each high school has a C.I.C. in connection with the Work Experience Office. In this office, you will find a lot of information, materials and help in learning about careers and how to get and keep a job. Some of the resources in the C.I.C. includes:

a.) Project VIEW Materials

A microfilm reader and in some cases microfilm reader-printers provide information on a variety of careers in our area, where to get required training, and where to apply for desired positions. An excellent source of information on careers!

b.) An Automated Instructional Series on "You and the World of Work". Seven units on how to get and keep a job.

c.) Kuder Interests Inventory and Exploratory Career Kits

Students may take the Kuder Interest Inventory or use the results of the test taken previously to explore a variety of career possibilities.

d.) General Aptitude Tests (GATB) and General Vocational Interest Tests (OVIS)

Several specialized vocational interest and aptitude tests are available in the C.I.C. Some schools have special arrangements for administering these tests. Inquire in the C.I.C. if interested in taking either of these tests.

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Employment Opportunities - Work Experience

N.Y.C. - Federally funded work program for students whose families are on public assistance. Apply in WEE Office. Only 46 positions available 71-72.

Work Study - Federally funded program for vocational students. There are 41 positions for 71-72. Apply in WEE Office.

Exploratory Work Experience - Exploratory Work Experience is really a "guidance in action" program. Without pay, students explore various job stations for one week to one month. Arrangements for these exploratory experiences may be arranged through the Work Experience Coordinator. Students may earn elective credit. An excellent way to learn more about jobs!

General Work Experience - School supervised part-time jobs in the community. The WEE Coordinator can help find jobs for interested students. Students earn both pay and credit in General Work Experience.

Vocational Work Experience - School supervised, part-time jobs in the community in the major field of the student. Students receive both pay and credit.

R.O.P. Classes - The district offers a wide range of double period, vocational classes in a wide variety of occupations. An excellent opportunity for obtaining salable skills.

CHECK THE WEE OFFICE FOR FURTHER INFORMATION

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STEP THREE

GRADUATION REQUIREMENTS AND CREDITS TO DATE

- This form serves a number of purposes. Primarily, it provides a record of the number of credits you have earned toward graduation and the number of required courses you have completed.

- First, circle your total number of credits earned this far and, second, fill in the boxes of the required courses you already have completed.

- Again, indicate which of the seven courses of study that you are following in high school.

- The four boxes at the bottom of the form provides space:
  - To record courses you have completed each year in high school.
  - To complete or plan courses for rest of your high school career. There is space for Summer School, R.O.P., Cerritos (Veysey Program) and Work Experience possibilities.
  - To record your G.P.A. to date for each year you have been in high school.

- Your counselor and other faculty members will be glad to review this planning sheet with you.

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_____ HIGH SCHOOL

Name _____

Grade _____

Date _____

HIGH SCHOOL GRADUATION REQUIREMENTS
1971 - 1972

■ = Successful Completions

	9th	10th	11th	12th
English	4	4	4	2
Social Science	4	4	4	2
Math	½ ½			
Science	½ ½			

Driver Educ. 30 hr.

GPA 1.0 or better

Credits Toward Graduation
(200 needed - 5 credits for each semester course passed)

9th	10	11th	120
	20		130
	30		140
	40		150
	50		160
	60		170
	70		180
10th	80		190
	90	12th	200
	100		210
	110		220

LONG RANGE SCHOOL PROGRAM PLANS

The following courses of study are offered in the high school. Check the one you are following:

1. General Ed. ☐
2. Business Ed. ☐
3. Urban Hort. ☐
4. Fine Arts ☐
5. Indust. Ed. ☐
6. Home Econ. ☐
7. College Prep.
   - Jr.Coll. ☐
   - State ☐
   - Univ. ☐

9th Grade			
1. Soc. Stud.		Soc. Stud.	
2. Eng.		Eng.	
3. P.E.		P.E.	
4.			
5.			
SS			
G.P.A.		G.P.A.	

10th Grade			
1. Soc. Stud.		Soc. Stud.	
2. Eng.		Eng.	
3. P.E.		P.E.	
4.			
5.			
6.			
SS			
G.P.A.		G.P.A.	

11th Grade			
1. Soc. Stud.		Soc. Stud.	
2. Eng.		Eng.	
3. P.E.		P.E.	
4.			
5.			
6.			
ROP			
Cerritos			
SS			
G.P.A.		G.P.A.	

12th Grade			
1. Am. Prob.	or	Eng.	
1. Eng.	or	Am.Prob.	
2. P.E.		P.E.	
3.			
4.			
5.			
ROP			
Cerritos			
SS			
G.P.A.		G.P.A.	

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STEP FOUR

PROPOSED SCHOOL PROGRAM

- Remember that our aim was to help you plan and implement an appropriate and reasonable (and relevant) educational and career plan.
- You have indicated on the Graduation Requirement form your courses next year or next semester. This form is more detailed and provides spaces for alternate choices.
- Each high school has its own program for registration - these forms should help you whatever procedure is used.
- Turn in your completed Guide to your Work Experience Coordinator for his review. The completed Guide can meet your Related Instruction Requirements for Work Experience, N.Y.C., or Work Study credit.

VISIT YOUR C.I.C. OFTEN

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_____ HIGH SCHOOL

First Last

Period Schedule _____ _____

Grade Level Next Year _____

Male _____ Female _____

Student Name: _____

Mailing Address: _____

_____

PROPOSED PROGRAM FOR 1971-1972 (2nd Semester) _____

FOR 1972-73 _____

LIST REQUIRED COURSES PLUS ELECTIVES

1st Semester

WRITE IN YOUR PROGRAM OF STUDY FOR NEXT YEAR						
	Course Code	List required courses Plus electives below	Approved Staff Sign	Comment	Course Code	List Alternative Elective
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

2nd SEMESTER

1.						
2.						
3.						
4.						
5.						
6.						
7.						

PARENTAL APPROVAL - I have checked the courses listed above for my student and hereby approve this selection for next year.

Signature of Parent or Guardian _____ Date _____

Counselor Approving Program _____ Date _____

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Norwalk-La Mirada Unified School District

WORK EXPERIENCE EDUCATION

Tentative Vocational Interest and Aptitude Testing

1971-72

	OVIS	PIOTI	KUDER	PRIORITY COUNSELING SURVEY	CTD Ovis Dailey	GATB	TOTALS
EL CAMINO	30 11th & 12th	280 11th & 12th	———		80 12th	Available By Request	
EXCELSIOR	500 10th	175 10th	425 12th	1000 9th & 11th	350 12th	"	
GLENN	500 9th	180 9th & 10th	(Lee-Thorpe) 160 9th, 10th & 11th	———	300 12th	"	
LA MIRADA	500 9th&10th	175 9th & 10th	200 9th & 10th	———	300 12th	"	
NEFF	500 10th & 12th	50 9th & 11th	400 10th	———	250 12th	"	
NORWALK	640 9th	160 10th	150 10th	1035 9th & 11th	240 12th	"	
	(2670)	(1120)	(1175)	(2035)	(1420) Approx.	Administered in Groups of 8 10	(8680) Approx.

OVIS = Ohio Vocat. Int. Surv. PIOTI = Pict. Inv. of Occup. Trng. Int.

December 1971

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Norwalk-La Mirada Unified School District

WORK EXPERIENCE EDUCATION

Tentative Follow-up Studies and Pre graduate Surveys

1971-1972

	PRE-GRADUATE SURVEY (2nd Sem.-12th)	POST GRADUATE	VOC. ED. SURVEY (Not Random)	SALABLE SKILL SURVEY Class of '71 (Random)
EL CAMINO	Yes - 80	Yes All 80 Graduates Class of '71	Yes	Yes
EXCELSIOR	Yes - 450	Yes All Graduates Class of '71	Yes	Yes
GLENN	Yes - 360	Yes Random Classes of 65,66, 71	Yes	Yes
LA MIRADA	Yes - 430	Yes Random Classes 66,71	Yes	Yes
NEFF	Yes - 400	Yes Random Class of '71	Yes	Yes
NORWALK	Yes - 350	Yes Random Class of '71	Yes	Yes
ADMINISTERED BY	Building	Building & District	Bldg.&Dist.	District

December, 1971